DOCUMENT RESUME

ED 151 431 UD 017 474

TITLE The Role of the Community in the School Desegregation/Integration Process: A Collection of Working Papers.

INSTITUTION National Conference of Christians and Jews, New York, N.Y.

PUB DATE Jul 77

NOTE 100p.; Prepared by the National Center for Quality Integrated Education

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.

DESCRIPTORS Community Involvement; *Community Organizations; *Community Role; Community Support; Elementary Secondary Education; Equal Education; *Public Schools; *Racial Integration; *Religious Organizations; Resource Guides; *School Integration

ABSTRACT

In this document various aspects of community response to school desegregation are considered. General themes presented are the role of the community in the integration process as well as some ways in which the process can be facilitated by purposeful organization. A Checklist for Assessing School Desegregation Plans serves as an instrument whereby a layperson can examine the components of a school desegregation plan for equity and quality. Working papers from the National Center for Quality Integrated Education, based on a variety of locally produced materials, examine the sequential stages of the community's role in school integration. This role includes developing the public position statement, coalescing for peaceful desegregation, organizing and programming in preparation for the implementation of the plan, the pre-order stage, use of federal funds to aid a smooth transition, and some implementation day activities. Two case studies highlight community desegregation experiences. The role of the churches and the religious community is another subject discussed in this document which includes a section on written and organizational resources. It is useful for formal and informal community organizations, group coalitions, and individuals who wish to participate in the process of school desegregation. (Author/GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151431

OCT 6 1977

THE ROLE OF THE COMMUNITY IN THE SCHOOL DESEGREGATION/INTEGRATION PROCESS

A Collection of Working Papers

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

National Conference of Christians and Jews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UD017974

Collected and Compiled by:
The National Center for Quality Integrated Education

Published by:
Ministries in Public Education

July, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The NATIONAL CENTER FOR QUALITY INTEGRATED EDUCATION is a project funded to the National Conference of Christians and Jews from the Ford Foundation to work in collaboration with twenty-seven national non-profit community-serving organizations.

National Center for Quality Integrated Education
1201 16th St., NW, Rm. 403
Washington, D.C. 20036

National Center for Quality,
Integrated Education
43 West 57th Street
New York, N.Y. 10019

MINISTRIES IN PUBLIC EDUCATION is a coalition of national agencies of five churches determined to think, plan and act together on questions related to the character and conduct of public education. The objective of MPE is to facilitate an informed participation by church members and others in the continuing public reformulation of the goals and programs for the education of the public. The churches involved are: the American Baptist Churches in the USA; the United Church of Christ; the Presbyterina Church in the US; the United Methodist Church; and the United Presbyterian Church in the USA.

Ministries in Public Education
c/o Educational Ministries-ABC
Valley Forge, PA 19481

TABLE OF CONTENTS

Forword
Donald R. Shire 3

The Role of the Community in the Desegregation/Integration Process
Benjamin Holman 5

School Desegregation
Harold H. Viehman 7

Checklist for Assessing School Desegregation Plans
Greater Cleveland Project 11

Working Papers: Steps in the Community's Role in the School Desegregation Process:
Collected or abstracted from local coalitions in: Buffalo, NY; Cleveland, OH; Dayton, OH; Detroit, MI; Indianapolis, IN; Kansas City, MO; Los Angeles, CA; Louisville, KY; Milwaukee, WI; Omaha, NE; Wilmington, DE

Developing the Public Position Statement 17

Coalescing in the Community for a Peaceful Desegregation Implementation . . . 33

Organizing the Coalition for Programming in the Community in Preparing for School Desegregation 41

Preparing the Community for School Desegregation: The Pre-Court Order Process 55

Community Coalition Utilization of Federal Aid to Non-Profit Organizations Under the Emergency School Aid Act (ESAA) for a Smooth Desegregation Transition 73

Select Activities for Involvement of the Community in a Peaceful School Desegregation Process 83

Religious Leadership and Detroit School Desegregation
Joseph Radelet 87

Metropolitan Churches United and School Desegregation: Dayton, Ohio 1975-76 Report
Metropolitan Churches United 93

Additional Resources 99

FORWORD:

THE ROLE OF THE COMMUNITY IN THE SCHOOL DESEGREGATION/INTEGRATION PROCESS: A COLLECTION OF WORKING PAPERS features locally produced examples of how the community-serving organization/coalition has responded to the issue of public school desegregation. A positive community response has emerged over the last few years in regard to school desegregation and it is the purpose of this document to reflect this in-depth community response to the stages of desegregation/integration. The intended audience for this series of papers includes both formal and informal community-serving organizations, coalitions of community-related groups, and individual concerned citizens who wish to participate in the processes of public school desegregation.

A review of the "Table of Contents" highlights for the reader the role of activities undertaken by the local community although each paper was developed independently in response to particular community needs and conditions. The introductory paper, "The Role of the Community in the Desegregation/Integration Process" abstracts a speech given by the former Director of the Community Relations Service, U.S. Department of Justice. Ben Holman outlines not only how the community-serving organization aids in a peaceful desegregation transition, but the role of the community in desegregation implementation and post-desegregation. Dr. Harold H. Viehman, National Director of Ministries in Public Education describes the process of church involvement in peaceful school desegregation through a series of regional and state consultations in his paper, "School Desegregation".

"A Checklist for Assessing School Desegregation Plans" prepared by the Greater Cleveland, Ohio Project serves as an instrument whereby a layperson can examine the components of a school desegregation plan for equity and quality.

The next six working papers compiled and edited by the National Center for Quality Integrated Education specifically look at the sequential stages of the community's role in school desegregation. They are based on a variety of locally produced materials. Included are: Developing the public position statement, coalescing for a peaceful desegregation implementation, organizing a coalition and programming in preparation for the implementation of the plan, the pre-order stage, use of federal funds to aid a smooth transition, and some implementation day activities.

Highlighting the community's school desegregation experience from Detroit, and Dayton are two case studies based on the actual activities undertaken in the two respective communities.

The final paper is annotated to show a number of resources from local, state and national levels which are available to aid the community organization/coalition throughout the phases of school desegregation.

The publishing of THE ROLE OF THE COMMUNITY IN THE SCHOOL DESEGREGATION/INTEGRATION PROCESS: A COLLECTION OF WORKING PAPERS was made possible by a grant from the Board of Homeland Ministries of the United Church of Christ to the Ministries in Public Education. The document would not have been possible without the support and encouragement from a number of additional sources. Our thanks go to the many organizations and individuals cited in this publication who are involved with the issue of peaceful school desegregation and who make "desegregation without turmoil" a reality. Moreover, our appreciation for assistance in writing, editing, typing, and publishing goes to Dr. J. Oscar Lee of the National Conference of Christians and Jews, Ms. Christine E. Kirk of the National Center for Quality Integrated Education, and Dr. Harold H. Viehman and Ms. Phyllis M. Rice of Ministries in Public Education.

Donald R. Shire, Director
National Center for Quality
Integrated Education
Washington, D.C.
July 8, 1977

5

THE ROLE OF THE COMMUNITY IN THE DESEGREGATION/INTEGRATION PROCESS

by

Ben Holman

For years now, we have witnessed schools opening amid demonstrations and cries of anger over desegregation. We have seen daily reports of violence in some cities become an almost expected occurrence. And in far too many instances, we have seen that early citizen participation and planning could have short-circuited the tension we associate with this fundamental school change. The seeds of turmoil are present in all cities. Whether they sprout and grow, or wither and die, depends on the gardeners. And the gardeners are you -- the active members of your community.

The U.S. Community Relations Service experience indicates that the transition to desegregation can either be destructive or productive. And it is my contention that the impact of community coalitions -- working diligently to lay out all the facts and provide the climate for peaceful change -- often makes that difference. We have found that in many cities, coalitions are slow to form because everyone is waiting for a license to operate or an investiture of power. They ask: "Who am I, the League of Women Voters?" or "Who am I, the Metropolitan Church Council?" They say that education is the responsibility of the school board, that public safety is handled by the police, and that political leadership rests with the mayor. And they insist that none of these has sought their help.

Your investiture must be self-determined. Your authority derives from an American tradition of citizen responsibility and initiative. This self-investiture comes with the realization that desegregation in today's climate is too important to be left alone to the school board, the police chief, the mayor, or the city council. They need your help whether they know it or not. Let them have it whether they seek it or not.

Coalition building is not an easy task. It requires dedication to the goals of peace and quality education. It requires persistence among members to push for a larger operating network and more comprehensive program planning. The coalition's role in desegregation planning is, by necessity, multifold. It requires service at many levels: to advocate policy in high places and, when necessary, to provide volunteers as hallway and bathroom monitors. It means orchestrating whatever community resources can be drawn upon for whatever jobs need to be done. This will of course vary with the community.

A major role of the coalition is to determine where planning is needed, pinpoint what has been done and what has been ignored so far, and volunteer where the deficiencies are found. The coalition's pre-desegregation planning should certainly include community education projects as a major programmatic thrust. And what are the subjects on which the community needs education?

The community should thoroughly understand whether desegregation stems from a court order, an administrative order, or a voluntary plan. It must have specific information on what students will be transferred where, how they will get there, and how long it will take. And the affected community must be assured regarding security measures on the way to the new school, in the new school, and from the new school. While these may seem to be tasks normally carried out by school personnel, they have

---

The above remarks are from a speech given by Mr. Ben Holman, former Director of the Community Relations Service, U.S. Department of Justice. Mr. Holman delivered these remarks to a conference on "The Role of the Community in the Desegregation/Integration Process" held in Des Moines, Iowa on December 5-6, 1976. The mid-western conference was sponsored by the National Conference of Christians and Jews and the National Center for Quality Integrated Education.

too often been forgotten or ignored -- and community ignorance and fear of the process has resulted.

Remember that when good men and women are silent, the loudest sounds one hears are the trumpets of resistance and discord. It is therefore important that coalition leaders at the earliest opportunity encourage civic leaders to jump on the bandwagon for peaceful integration, and to use their influence positively.

The coalition should also take an active role at the opening of schools and during the student adjustment phase. When schools open, bus monitors and information personnel are needed. Volunteers as teacher and orientation aides are sometimes used to assist students in finding their way around the new school. Coalition members might be useful here. But perhaps the most important role of the coalition is exerting its influence on the students' adjustment to life at the new school. This requires members to ask themselves: "What happens after the bus ride?"

Students who are transferred face a number of problems which are often not dealt with properly. These include: adjusting to completely unfamiliar surroundings; developing new friendships; being exposed to new organizations; and building new images or positions on athletic teams and in school clubs. In many cases, these concerns set the human tone for the whole process, and their resolution ultimately determines the success or failure of a plan. As such, coalitions should not and must not ignore their post-desegregation duty to follow-up on these student concerns.

The coalition should likewise investigate the academic affairs of the school to assure that desegregation will result in a responsive, quality education system.

Desegregation without turmoil, and integration with quality education, are indeed achievable goals --but they cannot be realized without your firm commitment.

I urge you to accept the challenge of desegregation -- and to form community coalitions for advancing the goal of equal and quality education for all.

SCHOOL DESEGREGATION

by

Harold H. Viehman

The meeting room was undistinguished and was large enough to seat approximately 50 persons. The tables had been covered with the traditional green felt cloth, the glass water pitchers and the inverted tumblers. The participants arrive in parties of three, four, five and sometimes as many as six or eight persons who apparently had met one another before but knew few of the other conferees. Generally the arriving groups were of interracial composition, and represented a good distribution of young and old, men and women. There were clergy and school principals, school board members and members of human relations commissions. The gathering was one more consultation on the topic "School Integration: Community Preparation and the Role of the Churches." This one convened on the west coast upon the initiative of the staff of the State Council of Churches with the support and counsel of Dr. Blaine Fister, Director of Public Education Concerns of the National Council of Churches.

In the next three hours, a representative from each of the seven cities whose delegates ringed the table would report developments leading toward court-mandated school desegregation in his or her city or town. Some faced imminent deadlines on first phases of implementation of a design for school desegregation. Others had received a stay in implementation while appeals were being heard on prior court judgments. Still others were in contact with local school boards attempting to arrive at a plan which could be agreed upon by the school board and the courts, and yet prove acceptable to the local community. Given the heightened emotions, the veiled and open threats of obstruction and violence, the fears of parents and children who would eventually face the day-to-day impact of changed relationships in their communities, the reports were filled with frustration and foreboding. Some participants were experienced at efforts to produce community consensus and to achieve social change. For many this was a new and urgent task.

By evening's end seven city stories had been related. Papers had been exchanged describing particular histories with the courts, and others providing compiled data on the racial composition of various schools. The accumulated fear, frustration and confusion were piled deep upon the meeting table with the only comfort to be found in discovering that equally sensitive persons in nearby communities shared similar problems and frustrations.

On the following morning persons brought from Louisville, Cleveland, Detroit, Indianapolis and Stockton were introduced. Their message - offered with considerable empathy and no sense of "expertise" - was simple and clear. Each in turn suggested: "I appreciate your fear, and your sense of impotence in the face of impending crisis. Not so long ago I shared your dilemma. There aren't any universal solutions, and plans must be tailored to each situation. But let me tell you about some of the things we tried, what seemed to work and what we've learned." This was followed by descriptions of church initiatives to enlist community service agencies, parent-teacher organizations, civic clubs, recreational units, ethnic communities, and any others who would listen to an appeal, for the formation of a massive coalition to help remove the fear and misunderstanding, to build commitment to obey the law and protect the children from any violence. By design, those who opposed school desegregation - for whatever reasons - were seriously pursued for participation in the work of the coalition.

Then followed descriptions of the action - development of rumor control centers,

---

*This statement is adapted from an article prepared by Dr. Harold H. Viehman, National Director of Ministries in Public Education, a national coalition of church agencies and a member organization of the National Center for Quality Integrated Education. It first appeared in New World Outlook, a mission journal of the United Methodist Church and the United Presbyterian Church USA.

community coffee hours to ventilate problems and to share solid information, the preparation of bulletins for parents and for children, and the development of forums where questions could be handled seriously and answers provided. Picnics and outings were held to familiarize students and teachers with those who would be their new classmates, and on that "desegregation day" coalition volunteers staffed the information stations at church centers which were closest to the schools and where, by prearrangement with school administrators, anxious parents could be kept posted on hourly developments within the schools.

The sharing proved effective. By noon those facing new desegregation orders were alert and prepared to push the more experienced visitors for still more detailed "how to do it" information. Most of all, they had a new confidence - in themselves, in their colleagues and in the possibilities for rallying their churches and home communities to a new level of consensus and common action.

The consultation just described could be repeated four or five times. There were representatives from seven cities gathered in New York, nine in Kansas City, seven in Los Angeles, six in Syracuse, 10 in Columbus. They began in late 1974 when Dr. Blaine Fister of the National Council of Churches of Christ with participation and funding from Ministries in Public Education, held the first consultation for major northern cities. Twenty years had elapsed since the Supreme Court had ruled on the Topeka Case (Brown vs. Board of Education) and had made clear that segregated education had a negative effect upon children, that separate school systems were not equal, and constitutional rights of children were being denied. The dual systems of the South had been the first objects of attack and had given way, under court supervision, in favor of a single desegregated public school system. Now attention was focused upon the ghetto patterns of northern cities and the separate and quite unequal schooling frequently offered within the same school system. From all evidences, some cities had managed a relatively peaceful desegregation, despite the fact that opposition and foot-dragging appeared in every community. Others continued to experience some violence. Why the difference? What had been learned? These were the questions posed by several leaders of metropolitan church councils who believed they could learn from one another and requested the consultation. From the first gathering it was evident that an enlightening dialogue on the issues, a sharing of strategies, the locating of experienced leaders and development of some clarity about church roles as facilitator, advocate, peacemaker and reconciler were possible when the consultations were called. And so the series began, and continues to this day.

Each of the denominations regularly recorded a deep and abiding concern about the segregation of American society: segregation in all of its aspects, in structures of society as well as the Church itself. However, acting on these concerns has proved to be quite difficult. The failures to desegregate churches and other community organizations, and more particularly, the failures to attack segregated housing patterns, have all returned to haunt all persons as the courts have handed down legal mandates to provide equal educational opportunity for all children and to do so without further delay. Public schools remain one of the few arenas where the constitutional guarantees to all can be clearly specified and where time-lines for compliance can be set by the courts. The capacity to procrastinate, to rationalize, to defer action on desegregation in other economic and social arenas seems to be without limit, and little effected by any coercive forces.

There are many who argue that efforts at desegregation are fruitless and do not provide positive changes toward "quality" education. To date, the answers concerning quality are not all clear, and the multiple problems of educating the new generation are not likely to be overcome by simply guaranteeing to each child equal access to such quality as is available in any given set of schools. However the issues of constitutional guarantees cannot be deferred because achieving racial balance will not solve other problems. AFL-CIO President George Meany, addressing a larger national conference, rightly described the situation as one of "simple justice," when he commented:

"Few issues in our time have generated as much heat and confusion as this

matter of simple justice: public acknowledgment that every American child, regardless of race, creed or color, has an equal right to the highest standard of education available. There should be no doubts, no resistance, no need for court orders to achieve this basic democratic goal."

Yet racism cuts deep within all lives and social structures. When as sensitive a subject as the education of children is involved, every facet of community life feels the impact of fear and prejudice. The widespread call for new private "Christian academies" at a time when one can no longer seek racial separation in public schools is no mere coincidence, despite the varied problems of public education. There are those persons who believe that this has been the first response of church members who are faced with the legal pressure of court orders. These new schools are so visible. They represent both a defiance of court coercion and a vacating of civil and moral responsibility for the impact of racism on yet another generation of children.

However, it is in the quiet ministry of those who recognize the "simple justice" involved, and who risk much to help bring about some unpopular changes that one finds hope, and signs of renewed leadership in the churches. With the development of coalitions for school desegregation church and community persons alike are discovering the enabling role a church may play in a given society. School desegregation is a responsibility first and foremost of a school board and a school staff. But these persons need continued support and above all, a center of initiative rooted in the community, which can reach out to call others to a common service. The churches and church councils seem peculiarly fitted for this role. But very quickly the coalition begins to reflect the cooperative leadership of a total community. "Blue ribbon" names of the civic and business communities help to symbolize the total response and leadership as do the vast array of organizations whose support is enlisted. The full membership of each church and/or community organization must be informed and urged to help carry out the intent of peaceful desegregation as a matter of "simple justice" as well as obedience to the law and a guarantee against injury to children and school personnel. It has been rightly pointed out that the seeds of violence exist in every community, and only by timely initiatives and thoughtful preparation can one be certain that they will not flower under the stress of a court ordered change in the schools.

The occasion for school desegregation also makes clear that parents, teachers and school administrators, as well as students, need an enduring body of communtiy concern, support, and participation in educational change. Lacking such support, the equal access to education brought about by school desegregation is likely to become a hollow mockery for those to whom the new opportunities have been extended. Continuing coalitions or successor bodies are needed to focus upon additional ways by which this educational concern for quality may be expressed. After "desegregation day" much remains to be done to monitor the new developments, to make certain that full opportunities for normal student associations are made possible both in school hours and beyond the school premises. Very often this calls for extended planning and continuing services from parents and other community persons concerned for the education and growth of the children. It also requires continuing cooperation with school authorities in an effort to gain full public support for an educational program that is worthy to be called 'quality integrated education'.

A CHECKLIST FOR ASSESSING SCHOOL DESEGREGATION PLANS

Prepared by the Greater Cleveland Project, Cleveland, Ohio

PREFACE

This "Checklist" has been prepared by Leonard B. Stevens, with the assistance of Frances Hunter. Dr. Stevens, whose field is educational policy affairs, is Director of the Greater Cleveland Project, a voluntary community coalition of over forty-six civic, religious, business and social service organizations and groups organized to respond to a Federal court case on school segregation. Ms. Hunter, whose field is urban education, is Project Associate.

The document is intended as a guide for assessing the comprehensiveness and thus the potential for long-term success of any proposed school desegregation plan. This document is intended to be of use to parents and other concerned citizens, and those with an official interest in school desegregation as well.

This document was unanimously accepted by the General Assembly of the Greater Cleveland Project on February 10, 1977, for dissemination among and beyond member organizations.

INTRODUCTION

As proposed plans to desegregate a school system under court order are brought to public view, a need is generated to weigh and compare the content of suggested remedies. Typically, as proposed plans are made public, there is a rush of questions as to what each proposal would do and how it would accomplish its designed ends. Such questions tend to fall into two categories. The first set of questions tends to contain the more obvious questions: How many students under a given proposed plan would be affected? How many would be reassigned from their present schools? How many would be transported to school? How much would a proposed plan cost? When would it begin to be implemented: How would principals and teachers be affected? Would any schools be closed? Which ones?

Yet there is a second set of questions - less obvious but equally important, perhaps even more important from the perspective of the needs of children and the expectations of parents. This second set of questions deals with how a desegregation plan would affect learning opportunities for children, how a community would be prepared to understand the desegregation process, how schools would make positive use of the occasion of desegregation to improve learning opportunities, and how a plan would be monitored once implementation begins. In short, this second set of questions focuses on the ingredients of successful school desegregation, from the vantage point of the consumers of schools: children and parents.

This checklist is designed as a simple tool for those who look thoughtfully at proposed desegregation plans. The checklist may be used with any desegregation plan for the purpose of seeing how comprehensive or narrow a given plan is, how much or how little it would affect education and schools, and the extent to which it would make positive use of the desegregation process -- as has been done in some communities -- as an opportunity to enhance and equalize learning opportunities for children while meeting the Constitutional imperative.

It must be emphasized that this checklist does not purport to be a tool for determining whether a proposed desegregation plan meets the requirements of the law. Ultimately, it is the responsibility of the courts, and the courts alone, to decide the content of a desegregation plan for any school district. Yet court-approved remedies do vary from place to place, and some remedies have placed more emphasis than others on enhancing educational opportunities as part of the process of desegregation. This document reflects the fact that court-approved desegregation plans in some places have included elements specifically designed to enhance education, and the belief that where this is done the potential for successful desegregation is strongly

increased.

1. What does a plan do, if anything, to improve the quality of existing educational services for students?

The central purpose of a desegregation plan is to remedy the violation of Constitutional rights as determined by a Federal court. Yet in constructing a remedy, it is possible - and desirable - to include elements designed expressly to uplift the quality of education for children. Thus, in Detroit, the remedy includes efforts to upgrade basic skills; in Dallas and Milwaukee, efforts are being made to improve guidance and counseling services; in Boston, the remedy includes provision for child health care services, as well as various new efforts at educational program planning, some of it directly involving parents and non-school institutions with school officials; and in Milwaukee and Minneapolis, new efforts have been made to improve diagnostic testing so that learning programs can be individualized in keeping with a child's learning needs.

2. What does a plan do, if anything, to expand the range of educational opportunities by providing new types of learning programs?

In Minneapolis, approximately one third of the children in elementary school have a choice in type of learning style: "traditional," "continuous progress," or "open classroom." In Boston, several special focus secondary schools have been created, and similar specialized programs have been generated for high school students in Houston, Dallas, and Milwaukee. In Milwaukee and Dallas, new programs for elementary students have been created, pointed toward individualized learning. In Minneapolis, the schools have created new programs for junior high school dropouts.

3. What does a plan do, in addition to numerical desegregation, to ensure each student a genuinely integrated learning experience?

Desegregation, carefully planned and implemented, can be the first step toward providing genuine experiences in integrated learning. Schools can assist students to understand the meaning of a multi-racial society. Students can be helped to see cultural and racial differences and similarities, and they can be assisted to see others as individuals. But such developments do not happen automatically. Planning is required. Classrooms as well as schools need to be integrated. The grouping of students by "ability" can lead to segregated classrooms. "Tracking" can also lead to racial isolation, as can "special" programs for children mis-labelled as retarded, or slow learners, or problem children. A desegregation plan can, and should, recognize both potential pitfalls and potential opportunities.

4. What does a plan do to guarantee that students with special needs -- those with physical or emotional handicaps -- will properly be served by specialized educational programs?

Through oversight or lack of planning, a desegregation plan can raise problems for "special needs" children. Provisions can be made, as in Boston, to ensure that children with handicaps are provided appropriate educational services.

5. What does a plan do, if anything, to guarantee bilingual/bicultural educational programs for all students whose families desire such programs for their children?

School desegregation and bilingual/bicultural educational programs are not mutually exclusive. Boston offers such programs not only in Spanish but also in Greek, Chinese, Portuguese, French, and Italian. Tampa and Louisville offer bilingual programs. Denver, according to the U.S. Commission on Civil Rights, "instituted bilingual/bicultural programs in seven schools the first year of desegregation and extended them to 15 schools the following year."[1]

6. What does a plan do, if anything, to ensure that parents and other citizens are provided a regular and timely flow of accurate information about school desegre-

[1]U.S. Commission on Civil Rights. FULFILLING THE LETTER OF SPIRIT OF THE LAW: Desegregation of the Nation's Public Schools. Washington, D.C.: Government Printing Office, 1976. page 210.

gation in general, and specifically about how their children and schools may be affected?

A prerequisite for successful school desegregation is a prepared community. Parents and other citizens need to be helped to understand the issue, its history, the law, and the details of the plan to be implemented. Further, they need to be kept informed as the desegregation process unfolds. Parents and citizens need school information apart from desegregation; but desegregation intensifies the need. The U.S. Commission on Civil Rights has stressed the importance of community education -- in Minneapolis, Kalamazoo, Tampa, Louisville, Charlotte, and Springfield, Massachusetts.

7. What does a plan do, if anything, to prepare students - adolescents in particular - for desegregation?

Like adults, students need to be prepared for desegregation. A desegregation plan that recognizes such a need will make provision for a systematic effort to inform students -- before and during the implementation of a desegregation plan.

8. What does a plan do, if anything, to provide school staff - principals, teachers, custodians - the training they will need to implement desegregation successfully?

School staff typically need special training, both short-term and long-term, if a plan is to be implemented smoothly and productively. This is especially true if desegregation is expected to be a step toward provision of genuinely integrated learning experiences. Ideally, such preparation and training should begin well before a plan is scheduled to be implemented. Of 29 school systems surveyed recently, 23 provided human relations training for their staff, including Minneapolis, Berkeley, Denver, and Louisville.[2]

9. What is included in a plan to guarantee the safety and well-being of students while in school and on their way to and from school, especially during the first days of desegregation?

The welfare of children during desegregation is an overriding concern of parents, black and white alike, as opinion polls frequently show. Thus, a plan should recognize such concern, and make provision for assuring parents that children will be safe and cared for during the school day. Where voluntary help is sought, costs can be held down. The collaboration of law enforcement agencies is necessary. Again, planning is indispensable.

10. What is included in a plan to insure that all students continue to have opportunities to participate in after-school activities?

Extra-curricular activities are an important part of the total educational process, and desegregation need not place obstacles in their path. Transportation must be provided to students participating in such activities. Schools must take care to redesign schedules where necessary to accomodate extra-curricular activities. Staff must be assigned with sensitivity to the needs of extra-curricular programs.

11. What does a plan do, if anything, to ensure that each student is provided an educational program in keeping with his or her needs, learning style, and aspirations?

One educationally important by-product of desegregation in some school districts has been an effort to individualize learning for more children. It is well-established in learning theory that children learn differently, and consequently, educational programs should be tailored to individual needs and styles. Desegregation generally emphasizes the need to provide individualized education. One principal told the Civil Rights Commission: "One part of our instructional program is...individualized instruction, which means that students work at their own pace. It means that each student can succeed at the level the student has achieved..."[3]

12. What does a plan do, if anything, to distribute more evenly among schools the total resources of the school systems so that there are not "good" schools and "inferior" schools but just schools?

One fear of parents, black and white, is that with desegregation their child

[2]Ibid. p. 216.
[3]Ibid. p. 218.

might be assigned to a school of lesser quality, and thus suffer educationally. Which raises the question: Why do parents see some schools as inferior to others? And if they do, should not immediate steps be taken to replace the negative reputations of such schools with positive reputations? In Boston, one school, formerly segregated, now has students desiring to enroll. The leadership of the school's principal is regarded as a key factor in the transformation of that school.

13. What does a plan do to provide parents and citizens new opportunities to play responsible roles in school decision-making?

In Boston, one authority estimates parent participation in school affairs to be up five-fold since desegregation of the schools. In Minneapolis, the parents of substantial numbers of elementary-aged children are offered choices in educational programs for their children. In Boston, parents serve on school advisory panels, as well as on educational planning bodies. School desegregation can be a time for substantially increasing the direct participation of parents and other citizens, as more than advisors, in educational planning and educational decision-making processes. Citizen involvement can begin with citizens and parents working to assist schools in the implementation of a school desegregation plan.

14. What, if anything, does a plan do to disperse responsibility and commensurate authority to the school building level, so that day-to-day school decisions can be made as close as possible to the people they affect?

Ultimately, school desegregation, if it is to work successfully, must be made to work at the school level. It follows that principals and classroom teachers will play crucial roles. It is important, therefore, that a desegregation plan ensure that staff at the school building level, especially principals, are vested with authority to make decisions in keeping with their responsibilities, in collaboration with their school's parents and staff. Such decisions include the areas of educational staffing, programs, and budget allocations. A clear spelling out of responsibility and authority is needed, together with the role parents and staff are to play in the decision-making process. In addition, principals and other key field staff require on-going support services throughout desegregation.

15. What provisions, if any, are included in a plan to produce a mechanism for accountability that will hold specific offices of a school system accountable for the results of the decisions they make?

Accountability mechanisms are needed in schools, desegregation aside. A desegregation process can assist the development of a higher level of educational accountability, including a role for parents and other citizens in the regular assessing of school programs, school policies, and school practices.

16. What does a plan do, if anything, to guarantee that schools will discipline students even-handedly and fairly?

School discipline often becomes a major issue in desegregating school districts. According to the U.S. Commission on Civil Rights: "Discipline codes, the cultural standards on which they are based, and whether they are fair standards for all children must be examined. Similarly, teacher attitudes...should be studied. Only when administrators and teachers become sensitive to the problem can effective solutions be found."[4]

17. What does a plan do to establish a mechanism for independent monitoring of the court-approved plan as it is put into place by the schools?

It is well-established, given the history of school desegregation in other cities in the recent past, that the period of time during which a desegregation plan is put into place is a crucial time. Monitoring of the plan as it is implemented is necessary, to ensure full implementation of all aspects of a plan and to identify problem areas requiring refinement and adjustment. While schools need to monitor their own work in putting a plan into effect, it is clear that independent monitoring is equally essential for all concerned.

[4]Ibid. p. 268.

18. What provisions are included in a plan to encourage maximum stability in the school district, and thus to counteract possible desegregation of the schools in the future?

Desegregation can cause some students to leave the public schools, and some families to move. Such facts of life cannot be ignored. Yet, one research report on the issue states that "while some white flight may be inevitable with school desegregation, the most important lesson of the present study is that stable desegregation can be sucessfully achieved."[5] "One factor," this study concluded, "is building parent's confidence in the quality of the desegregated schools."[6]

19. What does a plan do if anything, to increase the public's access to school information, data, documents, regulations, policies, and public education matters?

If the apathy of some parents toward schools is to be overcome, if responsible participation by more parents and citizens in school affairs is desired, and if a higher public understanding of school issues is sought, then a steady flow of information between school and home is necessary. Desegregation can be an opportune time to raise public understanding of a variety of educational issues, given the intense interest of the public in schools during desegregation. Evaluative data should be provided in a format that allows the public to make year-to-year comparisons.

20. What does a plan do, if anything, to identify obstacles in state legislation or regulations that will need to be removed if elements of the court-approved plan are to be quickly and successfully implemented?

Occasionally, a school desegregation remedy will contain provisions requiring changes in or waivers of state legislation or regulations. Such changes or waivers should be identified in advance by desegregation planners.

21. What does a plan do, if anything, to require or encourage schools to make maximum use of non-school educating resources in the community, for the educational advantage of the students?

Desegregation remedies can call for new partnerships between schools and such non-school educational resources as museums, cultural institutions, art institutes, business and industry, labor unions, colleges and universities, and social service agencies. The Boston desegregation plan is a primary illustration of such partnerships. Further, provision can be made to encourage schools to make more use of community resources -- artists, musicians, professionals, etc., in the educational process.

22. What is included in a plan to tap the resources of nearby universities to provide new and necessary kinds of school-based in-service training of school staff?

In Boston, partnerships between the schools and a number of universities have resulted in some fresh efforts in staff development. Successful partnerships of this kind are never easy to establish, and desegregation can be a time to make new approaches. Not only do universities have expertise in education but also in urban affairs, liberal arts, fine arts, social sciences, and management.

23. To what extent does a plan recognize and attempt to deal constructively with dimensions of isolation beyond racial isolation - isolation by age, by culture, by economic class - that can be diminished to the students' advantage in the course of desegregation?

Sensitively accomplished, school desegregation can alleviate more than one type of isolation. "In the past 10 years," said the Civil Rights Commission in August 1976, "desegregated schools have brought together more children of different races and ethnic groups than at any time in the history of the nation. The opportunity they have, and others who come after them will have, to understand, know, and appreciate each other, provides the most important elements necessary to the success of 200 years of efforts to provide for each American the fact and not simply the promise

[5]National Science Foundation. Final Report: Determinates of Resegregation Compliance/Rejection Behavior and Policy Alternatives. Washington, D.C. June, 1976. p. X5

[6]Ibid., p. X7.

of equality."[7]

24. What does a plan do, if anything, to project realistic costs - and to show how at least some cost can be borne by adjusting the use of funds already available to the schools?

Desegregation generates costs: this fact cannot be obscured. And the taxpayer - local, state or federal - will pay such costs: this fact cannot be avoided. Yet all the costs of desegregation need not necessarily be added costs. Some costs can be met by re-ordering a school district's expenditures. A new educational program, for example, will produce an added cost only if all existing programs are retained "as is." Desegregation planners should make a concerted attempt to show both estimated costs and projected funding sources, including sources in existing budgets.

25. Ultimately, to what extent will a plan, because of its content, likely give a community a sense of confidence that school desegregation has been carefully planned, is designed with the interests of children in mind, and will be implemented with consistency and positive leadership?

According to the Civil Rights Commission: "The peaceful implementation of desegregation is not by chance...One of the most important conclusions of this report is that the support of school officials and other local leaders strongly influences the outcomes of desegregation. The public generally follows the lead of officials who are responsible for school desegregation. Commitment and firm support from these officials encourage law-abiding citizens to make desegregation work."[8] Finally, the Commission in its summation declares: "...through positive, forceful leadership, and careful planning by a broad cross-section of the community, school desegregation can be implemented smoothly."[9]

[7]U.S. Commission. Desegregation of the Nation's Public Schools. p. 312.
[8]Ibid., p. 297.
[9]Ibid., pp. 293-4.

DEVELOPING THE PUBLIC POSITION STATEMENT

Collected and Compiled by
The National Center for Quality Integrated Education

TABLE OF CONTENTS

Introduction 19

Cleveland, Ohio:
"Policy on Desegregation"
Greater Cleveland Interchurch Council 19
"Statement of Concerns"
Greater Cleveland Project 20
"Position Statement Concerning School Desegregation:
Center for Human Services 21

Dayton, Ohio
"Interfaith Affirmation on Dayton School Desegregation"
Metropolitan Churches United 21

Detroit, Michigan:
"Statement of Purpose"
Coalition for Peaceful Integration 22

Kansas City, Missouri:
"Statement of Religious Concerns for Education in Kansas City"
Metropolitan Interchurch Agency 22

Los Angeles, California:
"Policy Statement on School Integration Now"
Community Relations Conference of Southern California 24

Louisville, Kentucky:
"A Call to the Religious Community and All Citizens"
Louisville Area Interchurch Organization for Service (LAIOS) 26

Omaha, Nebraska:
"Pledge of Personal Commitment to Peace"
Concerned Citizens for Omaha 27
"Chamber Position on School Desegregation"
Greater Omaha Chamber of Commerce 28
"Statement to the Board of Education of the Omaha Public Schools"
Urban League of Nebraska 28

Wilmington, Delaware:
"Integration Concurrence"
League of Women Voters of Greater Wilmington and United States" 29
"Concerned About Busing"
DEEP-A Task Force of Urban Coalition of Metropolitan Wilmington, Inc. 30

Summary 30

INTRODUCTION:

One of the initial steps in community preparation for school desegregation is for the community group to develop a public statement on behalf of a peaceful and a humane implementation of an ensuing desegregation plan. This may be done either independently or in cooperation with other groups.

Statements once made tend to become unifying positions which portray strong civic and moral leadership in the community. At the same time they may become a vehicle around which various community groups, agencies and private citizens can rally. When an organization issues such a statement it may become a vehicle for convening an ad hoc meeting of organizations to consider school desegregation. Or a group of organizations can convene an ad hoc meeting to discuss the problem from which a cooperative statement may emerge. In either case, the statement may become a focal point or a general purpose which stimulates the organization of a coalition of community groups, agencies and private citizens.

Once a coalition is organized it should concern itself with defining the problem, an examination of relevant available community resources and possible solutions to the problem. These concerns initiate the preparatory process of involving the community-at-large in "grass-roots" programming to achieve peaceful implementation of a desegregation plan.

The following are examples of position statements developed by a variety of community groups and coalitions in a number of cities.

POSITION STATEMENTS FROM EIGHT CITIES

POLICY ON DESEGREGATION
The Greater Cleveland Interchurch Council
Cleveland, Ohio 1975

Desegregation, as mandated by the U.S. Supreme Court and supported by the Federal Government, is a strategy for modifying public educational systems for the purpose of achieving quality education. It assumes that equal educational opportunity is more likely to occur in racially integrated settings and that the social aspects of education are as important as the academic.

The Greater Cleveland Interchurch Council upholds the concept of desegregation because it believes that God mandates mutual understanding, respect and love among people of divergent backgrounds. It is essential, in other words, that people learn to live together in a spirit of harmony, cooperation and communication.

Since the Greater Cleveland community is currently confronted with the possibility of court ordered desegregation, the Council is convinced that the community must be prepared to deal with the court's action. Local citizens must be educated concerning the implications of the desegregation issue and understand how they may participate peacefully in the development and implementation of a community-wide desegregation plan.

An informed community is a prepared community! The Council commits itself, therefore, to foster all forms of person to person and group to group communication and education in an effort to promote a peaceful desegregation process in Cleveland.

* * *

STATEMENT OF CONCERNS
The Greater Cleveland Project
Cleveland, Ohio

Whereas, an imperative for this society is high quality, integrated public education systems whose facilities and resources are equally accessible to all the young without regard to race, religion, economic status, national origin or sex, and there is strong and on-going concern today among citizens and organizations in Cleveland and Greater Cleveland that this social goal be attained; and

Whereas, under the mandate of the United States Constitution, the Federal courts have moved to protect the rights of all citizens to equal educational opportunity, and there is a need for compliance with that law of the land and for peaceful acceptance of a response to the forthcoming decision of the Federal District Court in the Cleveland case; and

Whereas, a number of community-oriented organizations and agencies have met for several months on an ad hoc basis out of common concern over the outcome of the court decision on school segregation and its effect on the quality of education and on the peace and tranquility of the community, and have concluded that a more formal joint effort on their part is necessary and appropriate to promote the educational and other vital interests of the community; and

Whereas, strong, positive leadership is required to promote the elimination of discrimination and segregation, obedience to law, high quality integrated education, creation of a social climate that results in peaceful and humane environments in the schools and the community, and the improved welfare of the young;

Now therefore be it resolved:

That the signatories to this document hereby subscribe to this statement of concerns and agree to participate in a Greater Cleveland venture know as the Greater Cleveland Project to: 1) help develop in neighborhoods and elsewhere throughout Greater Cleveland responsible leadership that understands the implications of the court action on school desegregation and will be prepared to encourage peaceful and lawful responses to it; 2) provide accurate and complete information on school desegregation matters to the public; 3) help coordinate the work of agencies and organizations engaged in and supporting school desegregation; and 4) develop a core group of citizens and organizations that has as its concern quality public education and that will be a voice for quality schools; and further

That participation in this Project by additional organizations, groups and parties that subscribe to this statement of concerns is expressly invited and shall be sought; and further

That participants in this Project shall be responsible for making policy and program decisions of the Project in keeping with rules of procedure that they establish, while at the same time safeguarding the right of each participant to maintain its own individual freedom of action and mission; and further

That responsibility and accountability for management of Project funds is presently vested in the Greater Cleveland Interchurch Council as recipient of foundation funds supporting this Project.

/s/_____ for _____
(Name and title) (Organization)

* * *

POSITION STATEMENT CONCERNING SCHOOL DESEGREGATION
The Center for Human Services
Cleveland, Ohio

The following statement was adopted at the January 9, 1976 meeting of the Board of Trustees, Center for Human Services:

The Board of Trustees, Center for Human Services, would like to reaffirm a major goal. This goal of the Center, a voluntary non-sectarian human services agency, is the improvement of the quality of human life in our community. Racism, as a pervasive force within our society, impedes efforts to achieve this goal.

A major instrument for good in our society is a high quality integrated public educational system whose facilities and resources are equally accessible to all children of race, religion, economic status, or sex.

Throughout the nation, the courts have moved to protect the rights of all children to equality of educational opportunity. Those rulings have the status of law. Recent events indicate that some will agree or disagree with any judicial decision. The Center for Human Services strongly advocates a lawful response to the imminent Cleveland court decision, while supporting all lawful means of expressing pro or con opinion.

In keeping with our goal, we support those who exercise strong, positive leadership on behalf of the elimination of racism, obedience to law, and the improvement of the quality of our public educational systems.

* * *

INTERFAITH AFFIRMATION ON DAYTON SCHOOL DESEGREGATION*
Interfaith Task Force, Dayton, Ohio
June 10, 1976

Celebrating the great diversity of American society, gathering as fellow citizens under the motto E pluribus unum (One from many); and believing in equality under God - we affirm the need to bring to that society a ministry of reconciliation.

Recognizing that:

1) All children have the right to an equal educational opportunity;
2) The Dayton community faces the fact of school desegregation, as ordered by the court;
3) The United States of America is a society of law;

Therefore, we the undersigned religious association or congregation pledge ourselves and call upon others to pledge themselves to pursue and support peaceful measures which sustain community within our neighborhood and in the city at large, as the Dayton School desegregation plan is implemented.

_____ _____
Signature Address
Duly representing and witnessing for:

_____ _____
Specific name of religious body or governing board Telephone Date

*The statement was signed by 101 organizations.

* * *21

COALITION FOR PEACEFUL INTEGRATION'S STATEMENT OF PURPOSE
Detroit, Michigan
February 1, 1973

The Coalition for Peaceful Integration has as its reason for being the support and encouragement of public and private actions that will insure peaceful desegregation of public schools as directed by court order.

Our concern is that school integration be carried out in ways that are physically and mentally healthy and educationally sound for all of the children involved. We believe that peaceful implementation of the court order can best be brought about by advance preparation and participation by all those to be affected.

Remembering that we are a coalition of organizations and individuals, we must also acknowledge that there is a wide variety of opinion and purpose in those who are joined in our endeavor. The range is from those who highly value maintaining the advantages of the neighborhood school to those who enthusiastically advocate integration in every area of life.

The common denominator of our beliefs and acts is dedication to the welfare of the children.

* * *

A STATEMENT OF RELIGIOUS CONCERN FOR EDUCATION IN KANSAS CITY*
Metropolitan Inter-Church Agency
August 13, 1975

Confession:

Kansas City, Missouri is in immediate crisis, precipitated by: The Department of Health, Education and Welfare ordering the Board of Education to submit an acceptable plan for the desegregation of the Kansas City School District; inadequate and inequitable financing; some over-crowding; and some lack of essential teaching resources. The educational future of our children is uncertain.

The Crisis is now but it has been developing for a long time. It is twenty-one years since the United States Supreme Court made its decision against segregated schools.

We have waited too long. We have done too little. We have spoken for justice and equality. We have permitted injustice and inequality to continue.

While we now call for a genuine desegregation of public schools in Kansas City, we must also acknowledge and confess that in spite of the struggles and efforts of the past two decades, much remains to be done -- even in the churches themselves. Thus, while our immediate concern for desegregation relates to the schools, our larger concern involves the entire community, and encompasses schools, churches, employment, and housing.

As Members of Churches and Synagogues, We Say:

The witness of our sacred writings and faith-heritage is utterly clear: The human family, every member is entitled to be treated with respect and dignity, as a unique and valuable child of God. A just social order demands that individuals be permitted every opportunity for learning and growth. Community is created where individual and group differences are appreciated and permitted to become mutually enriching.

Therefore, we commit ourselves to work for the elimination of the sin of racism wherever it occurs, and specifically in desegregating our schools and in promoting fair and open housing and equal employment opportunity throughout this metropolitan community.

To the Kansas City Board of Education, We Say:

On May 20, 1975, the Board adopted a "Philosophy Guiding the Study of School Attendance Area Boundaries," which said, in part:

> "We believe that public schools belong to the citizens of this school district and are established according to law, and for the benefit of the pupils, parents, and the general citizenry.
>
> We believe in integration in education and intend that pupils should not be set apart from their fellows by reason of race nor ethnic background nor wealth nor poverty."

We wholehartedly support this statement of philosophy.

We trust that your decision to seek desegregation through the courts, rather than to submit to the Department of Health, Education and Welfare an acceptable plan for the desegregation of this District, will not be a delaying tactic.

We urge you to demonstrate honest intention by pursuing with immediate action and serious commitment the course you have selected, while at the same time allocating all available resources to establishing maximum possible desegregation and educational opportunity within the District now.

Several parents' and citizens' groups have indicated their availability to work with the Board and Staff of the District in developing plans for achieving desegregation and for improving educational opportunity in Kansas City. Many persons within these groups have extensive experience in education as well as in community action. We call upon you to involve parents and citizens in the planning processes of the District, for as you said, "...the public schools belong to the citizens..."

To the People of Kansas City, We Say:

It is time now to put aside all other considerations and to give first priority to the educational needs of the children of our community. Governmental units, including school districts, exist for the welfare of the people. Systems, boundaries, structures which continue to serve the needs of children should be perpetuated; those which no longer promote the welfare of children should be improved or changed.

Ours is a pluralistic society. Schools must share responsibility with other institutions, such as the family and the church, for preparing young people to live and flourish in a social environment which encompasses racial, ethnic, economic, and cultural diversity. "Segregated schools" cannot achieve this purpose and therefore are both Constitutionally and morally offensive.

Whatever form desegregation of schools in Kansas City finally takes, it would be naive to think that the injustices and abuses of a century could be corrected without some degree of discomfort. However, whatever inconvenience is necessary should not be borne disproportionately by one racial or economic group.

We implore all members of this community to seek to understand the aspirations, and the fear, of one another. Let us, of all religions and ethnic backgrounds, build community together. Let us work now to create the opportunity for our children to study together, so that later, they may work together in a city which is truly for everyone.

*This statement was signed by eleven various judicatories of Kansas City and Missouri.

* * *

COMMUNITY RELATIONS CONFERENCE OF SOUTHERN CALIFORNIA
POLICY STATEMENT ON SCHOOL INTEGRATION NOW
Community Relations Conference of Southern California
Los Angeles, California

Adopted by the Community Relations Conference of Southern California Board of Directors, September 13, 1975.

NOTE: The election of Los Angeles School Board members has created a new Board majority presumed to be favorable to school integration. CRCSC, long an advocate of integration, now re-states its policy favoring school integration in the light of present conditions and makes specific recommendations for implementation.

The Blight of Racial Segregation

Racial segregation is a blight upon our communities. It breeds and perpetuates prejudice and discrimination, inequities in opportunities and injustices of all kinds. It creates negative and destructive self-images and deprives the perspectives of persons belonging to majority groups and nurtures destructive tensions and violence in community life. For these reasons CRCSC opposes racial segregation and works for the realization of racial integration throughout the total society.

Desegregation and Integration Defined

Desegregation and integration are often used interchangeably, as if they had the same meaning. We see them as related but having quite different meanings. Desegregation is primarily the realignment of persons to provide a more balanced racial mix. However, desegregation, by itself, does not necessarily reduce racial isolation.

Integration, as distinguished from desegregation, implies qualitative interpersonal relationships in which persons of varying ethnic and cultural origins relate to one another in mutual respect, appreciation and cooperation. Integration requires a genuine affective response which can be cultivated, but not mandated.

Desegregation, if accompanied by other programs to achieve affective experiences, can result in that quality of human relationships CRCSC defines as integration. Integration is the goal toward which CRCSC strives.

Integration as Cultural Pluralism

To CRCSC, integration (of housing, jobs, schools) does not need to result in cultural assimilation. We seek integration which enhances cultural pluralism -- the acceptance and appreciation of cultural differences as adding variety and richness to the whole society.

Ultimate Goal - Integration

Thus, CRCSC seeks as its ultimate goal the integration of the whole society. We believe this is the most effective way for persons of differing ethnic and cultural background to learn to live together in mutual cooperation and to achieve a reasonable measure of justice and order for all persons in society. We believe the survival of our nation as a viable democratic society depends upon our achievement of racial, ethnic and cultural integration.

Integration Improves Education

With respect to education and schools, it has been demonstrated that integrated schools provide greater equity for all students, and that achievement tends to im-

prove in racially integrated school environments. Thus, we favor the total and complete integration of all schools as one means of achieving both equity in educational opportunities and also a higher quality of education for all children and youth.

Facing Negative Arguments

Today we are confronted with negative arguments and new complexities which cloud the issues of school integration. We must face them honestly.

One argument blames school integration for middle class and white flight. Middle class flight from older city areas to the suburbs began in the mid 1940's. Flight related to racial changes in northern cities long antedated court ordered school desegregation. Both middle class and white flight have a variety of causes such as real estate practices, redlining, the age and condition of housing, changing family size, the decline in city services -- none of which can be laid to school integration. In those instances where flight accelerated in neighborhoods where local schools became racially mixed, there has been a failure on the part of school administrators to maintain or upgrade the quality of neighborhood schools, and the failure of community leaders to respond constructively to the changing community.

Another argument used against integration in LA today is that the combined minority student population in the LAUSD has become the majority. This realization tends to increase anxieties in the majority group which has been accustomed to being dominant in American Society. However, a closer look at the racial breakdown of the LAUSD student population is illuminating in this regard: it shows, 40% white (other than Spanish Surnamed), 28% Spanish Surnamed, 25% Black, 5% Asian American, and 2% all other minorities. Thus, white students make up the largest single group and a racially balanced school would tend to reflect a student mix based upon the proportion of each group in the total student population.

Another argument is that school integration is the responsibility of the Courts. Thus, there has been a reluctance to implement increased school integration until the Court makes its final judgement. We affirm that quality education cannot be achieved for all LA pupils without integration and that it is the legal responsibility of the Board of Education to provide quality education for all pupils in its jurisdiction. We also affirm it is the responsibility of the Board of Education to promote a healthy climate of opinion regarding integration.

An old and persistent argument against school integration focuses on the logistical difficulties of integrating the LAUSD. CRCSC believes that a Metropolitan Area Integration Master Plan including contiguous school districts is possible and would benefit the entire metropolitan region.

Regional Integration and Intermediate Objectives

While CRCSC supports the validity of metropolitan-wide school integration, we realize it is not immediately attainable and should not be used as a tactic to delay immediate steps toward integration within the LAUSD boundaries. Fortunately, the LAUSD already encompasses suburban communities with a ready-made body of students to be involved in a District-wide Integration Plan. Such a plan needs to be developed and implemented immediately with such phasing as may be necessary for its facilitation.

Encouraging New School Board Commitment

CRCSC welcomes the appointment by Dr. Robert Docter, of an ad hoc Board Committee on Pupil Desegregation. The recent Board election created a majority presumed to be more open to a changed stance on the issue of integration. There now exists a greater possibility of progress toward school integration prior to a final court determination requiring such action. We call upon the Board of Education to reaffirm its existing integration policy, adopted December 21, 1967, but never implemented.

In this policy statement the Board, among other things:

> "Sets as its goal an integrated system at all levels and subdivisions and instructs the staff to develop every feasible technique and program to accomplish this goal."

We call upon the Board to begin to implement this policy and also to make an affirmative effort to do what the Gitelson Decision basically required of it, namely to:

> "prepare a Master Plan for the integration of the LA school system,
> utilize the available competent resources of private research organizations, and of public and private human relations agencies, to assist in this task, and
> set goals and specific objectives for the integration of Los Angeles schools with time tables and target dates for implementation of specific starting and completion dates."

(Twelve specific recommendations follow)

* * *

A CALL TO THE RELIGIOUS COMMUNITY AND ALL CITIZENS*
Task Force for Peaceful Desegregation
Louisville, Kentucky
Autumn 1975

Jefferson County, Kentucky, is presently passing through a time of testing. The implementation of a court-ordered plan of extensive busing to achieve full desegregation of our school system has been the occasion of much public debate, has raised fears in many, and has been greeted by violence on the part of a few. It has also been the occasion of tireless work by way of preparation, unprecedented unity among officials, openness of communication, and courage in the performance of duty.

As ministers and priests, we believe that God is at work in these events. In the Judaeo-Christian belief, God is the author of a good creation. It becomes defiled only as men and women pursue selfish goals and oppress one another. God is just and loving and demands that people treat one another with impartial justice. The God of history intercedes time and again on behalf of the oppressed, to bring them out of subjection. God calls all people to dwell in unity and love with one another.

In Jefferson County we allowed many of our schools to become racially segregated. Human experience has shown, time and again, that this inevitably contributes to inequality of schooling and the separation of society, rather than its unity. Busing has been used for many years in our nation. We believe that busing can now be one more important step toward achieving an integrated society.

We recognize the high cost that this entails in terms of money, energy consumption, and time; but we believe that, on balance, these are outweighed by the positive values which integrated education can bring to our community. Some of these are as follows:

1. Justice. A just society will offer equality of educational opportunity to all.
2. Reconciliation. Genuine community can be achieved as children and parents come to know one another across racial and cultural differences.
3. Community Responsibility. We will become more responsible as a community

as we become concerned about quality education in all parts of the country, as well as in our own neighborhoods.

We call upon all citizens, and especially those of our religious communities,

-- To work for healing and reconciliation in all parts of the county, especially among those made anxious by fears, real or imagined;
-- In courage and faith, to resist violence in any form, public disorder, racist sentiments, intimidation, threats, and the spreading of rumor;
-- To continue to send their children to the schools, so that their education may go forward unimpeded;
-- To build in onstructive ways upon the positive elements in the new situation, so that Louisville and Jefferson County may be a leader in the nation in progress toward equality of education, justice, and peace.

*The statement was signed by 52 members of the clergy.

* * *

PLEDGE OF PERSONAL COMMITMENT TO PEACE
Concerned Citizens for Omaha
Omaha, Nebraska
Summer 1976

I, the undersigned, do hereby pledge myself to a personal commitment to the peaceful and orderly compliance with the implementation of the Federal District Court Order concerning the integration of schools; that I will make every effort to communicate my concern of peace in every way and at every opportunity; that I recognize the importance of all children to be free from even the "hint" of violent attitudes; that the peaceful implementation is virtually necessary for quality educational opportunity for all children; and that, while I indeed have a right and obligation to seek, in a lawful and orderly manner, whatever legal or social change I feel is necessary or desirable relative to resolving the complex issues of court-ordered desegregation, I am willing to recognize the need for peace as the immediate and priority need of my community.

Sign and save this for use in discussion
with your friends, neighbors, and associates.

(No need to return.)

Courtesy of:

CONCERNED CITIZENS FOR OMAHA

Let's Make It work

* * *

CHAMBER POSITION ON SCHOOL DESEGREGATION
Greater Omaha Chamber of Commerce
Omaha, Nebraska
December 3, 1975

The Greater Omaha Chamber of Commerce is vitally concerned about maintaining a continuing positive climate for business and industrial growth in our community. Accordingly, the Chamber is equally concerned about every major social, cultural, and educational issue in Omaha, for these issues also affect the economic climate of our city. We believe that what is good for Omaha -- whatever improves the quality of life and the change for achievement for every Omaha citizen -- is good for economic growth and progress in this community. This is why the Chamber appeals for considered judgments, wise leadership and a sensible plan of action on the issue of school desegregation in our city.

First and foremost, we believe Omaha is a community which respects the law and which upholds lawful processes in resolving issues of controversy and conflict. We believe that law should and must be obeyed. It is not our intention to substitute our judgments for the elected School Board officials who have the difficult task of responding to the Court's requirements. Our purpose is to make clear what we believe to be the moral obligation which rests upon the entire Omaha community...to work peacefully, cooperatively and diligently for a program of educational excellence in this city, one in which every child is assured of the best educational experience possible, and in a school system which is in compliance with our American constitution.

Second, while the busing of students has become a very controversial matter, it seems clear that, in keeping with the order of the Circuit Court of Appeals, it will become necessary to transport students to other schools. As this occurs, we would urge that all segments of our community work cooperatively for its acceptance.

Third and finally, after twenty years of various efforts around the nation on school desegregation, we believe that the lessons are clear. In those communities where cool heads have prevailed and where a commitment to quality educational opportunity for all children has been demonstrated, the transition has been better achieved and the community has continued to progress.

We want Omaha to be just such a community; a community where the law is respected, where citizens work together for orderly, peaceful change, and where quality educational opportunities can continue to be assured for all of our children.

* * *

STATEMENT BY THE URBAN LEABUE OF NEBRASKA TO THE BOARD OF EDUCATION OF THE OMAHA PUBLIC SCHOOLS
Urban League of Nebraska
Omaha, Nebraska
July 15, 1973

The Board of Directors of the Urban League of Nebraska wishes to state that it is essential that the Board of Education comply with the demands of the Department of Justice contained in its letter of June 13, 1973 to the Board's attorney. We also think it desirable that compliance be in a manner which will not inflame emotions or allow the legitimate concerns of all parents about their child's education to be turned into irrational fears and dangerous passions.

Desegregation of the Omaha Public Schools must be accomplished immediately. Even if the Justice Department had not made these demands, the Omaha Public Schools is subject to a private suit on the basis of the allegations of the Justice Department alone.

We recognize that these allegations are only allegations, and that the facts on which they are based have not been proven in a court of law, nor have the inferences drawn from such facts been judicially determined to be proper. We also recognize, however, that the allegations come from the agency of the Executive Branch of the Federal Government charged with enforcing the Constitution and laws of this country, and that they have been brought only after exhaustive and careful study over a period of fourteen months. We would also like to point out that this is not a startling new discovery. The Urban League of Nebraska has studied this problem and brought many aspects of it to the attention of the Board of Education over a period of the last fifteen years. In addition, the Greeleigh Research Associates Report; the plan presented to the Board of Education by one of its former members, Damian LaCroix; the action of United Community Services in refusing to support the school bond issues; the detailed plan, Project Emphasis, presented by the Education Committee of the Omaha Human Relations Board; and the recent report of the Eastern Nebraska Mental Health Association, among others, all were prompted by a recognition of the need for desegregation of the Omaha Public Schools. All of these plans were either ignored or rejected.

It is absolutely imperative that parents and other concerned citizens from all sections of the school district be involved at the outset in all discussions, evaluations and decisions relating to desegregation of the Omaha Public Schools if they are to have credibility and acceptance. Such participation is the very essence of local control which we think is vital to the responsive and responsible school system whose final accountability should be to the electorate and children it was created to serve.

We denounce the recent defensive attitudes and emotional approaches publicly taken by the Superintendent of Schools and some Board of Education members. They have raised false issues to confuse and inflame the people of Omaha. They have created the impression that busing is the only solution. This is patently not true.

We call now for a reasoned approach based upon fact to the problems which, since they have been created by people, surely can be solved by people. The Urban League of Nebraska pledges its support to this effort and offers its leadership and assistance so that it may be expedited and completed with the least possible disruption in the lives of all people in the community but with the greatest possible improvement in educational opportunity for all children.

Signed: Michael B. Adams
Chairperson

* * *

INTEGRATION CONCURRENCE
League of Women Voters of Greater Wilmington and United States
Wilmington, Delaware

Members of the League of Women Voters of the United States believe the federal government shares with other levels of government responsibility to provide equality of opportunity for education, employment, and housing for all persons in the United States. Employment opportunities in modern, technological societies are closely related to education: therefore, the League supports federal efforts to present and/or remove discrimination in education and employment and housing to help communities bring about racial integration of their school systems.

On June 2, 1975, the League of Women Voters of Greater Wilmington Board met and approved the following principles that the membership approved on May 22, 1975.

* All parents and citizens should be actively involved in the schools. Parents and citizens should have input into the decisions affecting policy, curricu-

29

lum, administration, etc. Children should attend schools in a district where the parents vote for the school board representatives.

- All teachers and administrators should have training in human relations, now, and on a continuing basis. They should promote a harmonious and positive attitude in the school and the community.
- A socio-economic balance is as important as a racial one. All the present district lines may need to be dissolved to achieve both a socio-economic and a racial balance.
- It is desirable to have a feeder system whereby certain elementary schools "feed into" a junior high and several junior high schools feed into a senior high. A child should continue in junior high and senior high with the same children with whom he/she attends elementary school.
- Neighborhood children of the same grade level should attend the same school. All neighborhoods should be included in any possible integration plan in which busing is used as a tool.
- All areas should be equal in funding and quality education.
- Any solution should avoid "white flight", offer stability and have long term viability.

* * *

CONCERNED ABOUT BUSING?
Delaware Equal Education Process (DEEP) Committee
Wilmington, Delaware
November 7, 1975

The Delaware Equal Education Process (DEEP) Committee is a group of parents, clergymen, service organizations, and other citizens who share a common concern about the desegregation of the New Castle County Schools. DEEP's primary goal is to develop positive attitudes toward school desegregation. Secondarily, it strives to encourage understanding of and compliance with the recommendations of the Courts by working with school boards, parents, teachers, students, and neighbors to promote the peaceful, orderly implementation of desegregation plans.

Find out how you can be part of it...

get in DEEP,

A TASK FORCE OF

Urban Coalition of Metropolitan Wilmington, Inc.

* * *

SUMMARY:

These public position statements set forth the purpose for organizing to deal with a problem or issue. They suggest some of the elements which might be included in the development of such a statement.

Most of them define the problem or issue and how it affects the community in which the issuing group is located. They contain an overall goal to be realized in dealing with the problem. In the statements included in this paper, it is a peaceful process of school desegregation and the achievement of quality education. Another

element is a general presentation on what should be done in dealing with the problem. Some of the statements call upon school boards and administrations which have the primary responsibility for dealing with the problem, to respond affirmatively to court orders and/or to develop plans which will be effective in achieving school desegregation. Many of the statements recognize that it is important to have the participation of parents, individual citizens and community organizations in the planning and implementation of the process. Some of the statements, as is the case with the statement of the League of Women Voters of Wilmington, Delaware, set-forth a set of principles or objectives to be realized in connection with the achievement of the overall goal. Some of the statements particularly those issued by coalitions, urge others, organizations and persons, to participate in the process. At least one of the statements is designed to elicit the community-wide participation of individuals.

A felt need or a recognized problem often motivates people to organize in order to work toward solutions. One of the first questions that is confronted in this type of situation is, What do we want to accomplish? This stimulates the formation of a general purpose or overall goal. This is an important first step in organization. Someone has defined an organization as a community of people committed to realize a purpose which is mutually agreed-upon, by cooperative action.

COALESCING IN THE COMMUNITY FOR A PEACEFUL DESEGREGATION IMPLEMENTATION

Collected and Compiled by:
The National Center for Quality Integrated Education

TABLE OF CONTENTS

Introduction 35

The Advantages of a Coalition 35

Cities With Coalitions 35

Summary 40

INTRODUCTION:

Community groups and individuals can render valuable assistance in preparing for and implementing school desegregation. Through constructive involvement and participation in cooperation with the school system, they can contribute to the development of a positive and peaceful desegregation process.

A variety of community agencies, groups and organizations have elected to utilize a coalition structure as the vehicle for community involvement and participation in preparing for school desegregation. Although usually started by a small core group of concerned individuals, the coalition can reach a membership numbering as high as forty or fifty groups. The purpose of this paper is to list coalitions which exist in seven cities along with the endorsing or participating organizations of each. In case the reader desires more information, a contact person is listed for each coalition.

The Advantages of a Coalition:

One of the strengths of the coalition is the broad-based membership. It aims to mobilize a large cross-section of the organized life as well as many concerned individuals of a community to deal with an issue. Marcia Pitcole, Director of the Coalition for Peaceful Integration ESAA Project in Detroit, Michigan, describes the coalition in this way:

> "Coalitions move so that any anti-sentiment which is always in a community does not operate in a vacuum. A coalition is a force that can neutralize these anti-feelings which exist. It can also try to work with both ends of the spectrum: the pro and anti, so that a broader spectrum of the community can have some place to go which is not necessarily at either extreme." [1]

The coalition can serve as a means of communicating accurate information among organizations and in the community-at-large. It can aid in the coordination of the work of organizations in supporting school desegregation; assist in its implementation and develop responsible leadership to deal with the issue in the community.

The role or function of the community coalition is determined by the goals established by its members. The adoption of a policy or position statement in behalf of a peaceful process and a humane implementation of an ensuing desegregation plan is usually one of its first activities. After this initial step, the coalition through its membership, can next establish its priority goals or objectives. Then the group can proceed to develop action plans for the accomplishment of its goals; formulate strategies for implementing its action plans and marshall the resources needed for carrying out the plans.

Cities with Coalitions:

The seven cities included in this document have active coalitions. They are illustrative of the fact that a community coalition can be a viable vehicle for community involvement and participation in the process of school desegregation. Each has its own individualized name which symbolizes the uniqueness of the coalition and in many cases, its purpose. Even though it is possible to have more than one coalition in operation as was the case in Detroit, Michigan, during pre-plan implementation with PRO Detroit (People and Responsible Organizations for Detroit) and the Coalition

---

1 Ms. Pitcole made this remarks as a panel participant at the NATIONAL CONFERENCE ON DESEGREGATION WITHOUT TURMOIL: The Role of the Community in a Smooth Transition, May 19, 1976, Washington, D.C.

for Peaceful Integration, in this paper only one coalition is included for each community. The participating or endorsing organizations for each coalition are current as of the writing of this document.

COMMITTEE FOR QUALITY INTEGRATED EDUCATION: Buffalo, New York

Endorsing Organizations:

Buffalo Area Chamber of Commerce
Buffalo Area Chapter, NCCJ
Buffalo Urban League
Buffalo Youth Board
Citizens Council on Human Relations
Coalition for Better Education
Committee Against Racism
Community Action Organization
Junior League of Buffalo, Board of Directors
NAACP
New York State Division of Human Rights
Office of Citizens Participation and Information,
Citizens Advisory Committee for Community Improvement
Office of Human Opportunities (SUCB)
Roman Catholic Diocese, Buffalo
Together on Education
Urban Research Association
YMCA of Buffalo and Erie County
YWCA of Buffalo and Erie County

Contact: Mr. Vincent Bowditch
National Conference of Christians and Jews
235 Statler Hilton Hotel
Buffalo, NY 14202

THE GREATER CLEVELAND PROJECT: Cleveland, Ohio

Endorsing Organizations:

League of Women Voters of Cleveland
United Area Citizens Agency
Greater Cleveland Neighborhood Centers Association
Jewish Community Federation
Community Relations Board/City of Cleveland
Cleveland Area Unit, Ohio Chapter of the National
Association of Social Workers
Commission on Catholic Community Action
Community YMCA
Presbytery of Western Reserve
Cleveland Baptist Association
West Shore Unitarian Church
League of Women Voters of Cuyhoga County
Lake Erie Girl Scout Council
Area Councils Association of Greater Cleveland
West Side Ecumenical Ministry
Inner City Protestant Parish
Federation for Community Planning
Greater Cleveland Interchurch Council
Lutheran Metropolitan Ministry Association
Community of St. Malachi
Cleveland Methodist District Council on Ministries
The Metropolitan Mission Council of the United Methodist
Church of Greater Cleveland
League of Women Voters of South Euclid, Lyndhurst, Ohio

Lough/Norwood/Goodrich Ad Hoc Coalition
Glenville Area Community Council
Cleveland YWCA
The Federation of Catholic Community Services
Center for Human Services

Contact: Dr. Leonard B. Stevens, Director
Greater Cleveland Project
2230 Euclid Avenue
Cleveland, Ohio 44115

COALITION FOR PEACEFUL INTEGRATION: Detroit, Michigan

Cooperating Organizations:
American Civil Liberties Union
American Jewish Committee
Archdiocese of Detroit
Coordinating Council on Human Relations
Council of Churches of Metropolitan Detroit
Detroit Bar Association
Detroit Commission on Community Relations
Detroit Conference of the United Methodist Church
Detroit Council for Political Education
Detroit Federation of Teachers
Detroit Organization of School Administrators and Supervisors
Detroit Round Table of Catholics, Jews and Protestants
Episcopal Church, Diocese of Michigan
Interfaith Centers for Racial Justice
Jewish Community Council of Metropolitan Detroit
League of Women Voters of Detroit
National Association for the Advancement of Colored People
National Lawyers Guild
Northwest Community Organization
Panel of American Women
Trade Union Leadership Council
United Community Services
UP-KIDS
Urban League
Women's International League for Peace and Freedom,
Detroit Branch

Contact: Ms. Marcia Pitcole
Coalition for Peaceful Integration
18100 Meyers
Detroit, Michigan 48235

QUALITY INTEGRATED EDUCATION TASK FORCE: Kansas City, Missouri

Cooperating Organizations:
Southern Christian Leadership Conference
Black Ministers Alliance
Metropolitan Lutheran Ministry
Advisory Committee of the Metropolitan Interchurch
Agency Task Force
Project Understanding
East Central Board
Community Desegregation Task Force
Title I, Parent Advisory Board
Shawnee Mission, Kansas, Committee for Quality Education
Kansas City Union Presbytery
National Conference of Christians and Jews

Multi-Purpose Center
Jewish Community Relations Board
Office of Desegregation, Kansas City, Missouri School District
The Christian Church of Greater Kansas City, Missouri
Catholic Diocesan School Office
Jewish Community Relations Bureau
Kansas City Human Relations Commission
Kansas City Human Relations Department

Contact: Mrs. Ashton Stoval
MICA QIE Task Force
4049 Penn Suite 306
Kansas City, Missouri 64111

TASK FORCE FOR PEACEFUL DESEGREGATION: Louisville, Kentucky

Cooperating Organizations:
Ad Hoc Committee for Quality Education
American Association of University Women
Christian Church Commission
Church Women United in the Louisville Area
Coalition of Labor Union Women
Commission of Peace and Justice
Community Action Committee
Congregation Adath Israel
East Area Council
Equal Justice Information Center
Fifth District PTA
First Unitarian Church
Human Relations Commission
Interfaith Task Force of School Integration
Jewish Community Federation
Kentucky Civil Liberties Union
Kentucky Commission on Human Rights
Kentucky Region, NCCJ
Kentucky Southern Christian Leadership Conference
League of Women Voters
Long Run Baptist Association
Louisville Area Chamber of Commerce
Louisville Branch NAACP
Louisville Civil Liberties Union
Louisville Jaycees
Louisville Public School Assembly
Louisville Urban League
Metropolitan Louisville Women's Political Caucus
Metropolitan Ministries of the United Methodist Church
NAACP Ministerial Association
National Alliance v. Racism and Political Repression
National Council of Jewish Women
Religious Society of Friends
Senate of Religions
Sisters of Charity of Nazareth Task Force on Racism
Spalding College
The Lincoln Foundation
The Presbytery of Louisville
West Louisville Jaycees

Contact: Rev. Thomas Quigley
850 South Fourth
Louisville, Kentucky 40203

COALITION FOR PEACEFUL SCHOOLS: Milwaukee, Wisconsin

Cooperating Organizations:

Greater Milwaukee Conference on Religion and Urban Affairs
National Association of Social Workers, WI Chapter, SE Branch
Wisconsin Civil Liberties Union
Archdiocese Priest Senate Commission on Integration
Lutheran Church in America, Wisconsin/Upper Michigan Synod, District 2,3
National Association for the Advancement of Colored People
MTEA Human Relations Committee
Milwaukee Alliance Against Racist and Political Repression
United Milwaukee Educators
Milwaukee Urban League
National Conference of Christians and Jews
Milwaukee Churches in Transition - United Church of Christ
Anti-Defamation League of B'nai B'rith
Input Community Video Center
Metropolitan Milwaukee Association of Commerce
Milwaukee City Council of PTAs
Episcopal Diocese of Milwaukee
Youth Service Bureaus (DR-SDC)
Shalom High School
Hoa Binh Center
Urban Observatory: University of Wisconsin at Milwaukee and University of Wisconsin Extension
League of Women Voters of Greater Milwaukee
Milwaukee Commission on Community Relations
Parent Advocates
Central United Methodist Church
Sherman Park Community Association
University of Wisconsin at Milwaukee, Dept. of Urban Affairs
United Auto Workers International
Milwaukee United School Integration Committee
CHURCH, Inc.
Metropolitan Ministry, United Methodist Church
St. Mark United Church of Christ
University of Wisconsin Extension Center for Social Services

Contact: Ms. Michele Goldstein
Suite 303
1442 North Farwell Avenue
Milwaukee, Wisconsin 53202

DELAWARE EQUAL EDUCATION PROCESS COMMITTEE (DEEP) a Task Force of the Urban Coalition of Metropolitan Wilmington, Inc.: Wilmington, Delaware

Cooperating Organizations:

Delmarva Ecumenical Agency
League of Women Voters of Greater Wilmington
State Human Relations Commission
NAACP
Community Action of Greater Wilmington
Jewish Community Relations Committee of the Jewish Federation of Delaware
National Conference of Christians and Jews
Methodist Action Program
Delaware OIC
Mental Health Association of Delaware, Wilmington Chapter

Contact: Rev. David Weber

407 West 9th Street
Wilmington, Delaware 19801

SUMMARY:

Many communities have demonstrated that the coalition approach is an effective way to develop community involvement and participation in a peaceful school desegregation process. The entire community can contribute to a peaceful, human implementation of a school desegregation plan. This approach, through responsible planning and positive leadership, stimulates community action for the safety and welfare of school children; for respect of the law and for the development of quality education.

ORGANIZING THE COALITION FOR PROGRAMMING IN THE COMMUNITY IN PREPARING FOR SCHOOL DESEGREGATION

Collected and Compiled by
The National Center for Quality Integrated Education

TABLE OF CONTENTS

Introduction 43

Organizational Structures of Coalitions:
1. Buffalo, New York: The Buffalo Committee for Quality Integrated Education 43

2. Cleveland, Ohio: Purpose, Structure and Operation Statement of the Greater Cleveland Proje[illegible] 43

3. Detroit, Michigan: Articles of Incorporation of the Coalition for Peaceful Integration 46

4. Kansas City, Missouri: Proposal Statement for the Establishment of a "Kansas City Metropolitan Center for Quality Education" 47

5. Milwaukee, Wisconsin: Proposed Articles of Incorporation and By-Laws of the Coalition for Peaceful Schools 48

6. Wilmington, Delaware: Statement of Organization of the Delaware Equal Education Process (DEEP) Committee 51

Summary 52

INTRODUCTION:

This paper, "Organizing the Coalition for Programming in the Community in Preparing for School Desegregation" deals with the role of the community in a smooth desegregation transition.

Many difficult decisions face a community and its organizations as the reality of school desegregation approaches. Three of the questions which confront local organizations are: Should the community group acting alone, conduct activities for its own particular constituents? Should the community group join with other non-profit community-serving agencies and groups in order to coordinate activities dealing with community preparation and education? Should the group follow a combination of the above mentioned courses of action?

Agencies, groups and organizations in a number of communities have recognized the importance of coordinating their activities in order to assist in the peaceful process of school desegregation. This has caused them to face the problem of how to organize a coalition so that it may operate effectively and reach the greater community-at-large. It is to this question that this paper is addressed. Examples of documents or statements prepared by local organizations in six cities are presented which show how they organized structurally.

ORGANIZATIONAL STRUCTURES

BUFFALO COMMITTEE FOR QUALITY INTEGRATED EDUCATION: BUFFALO, NEW YORK

Committee Definition and Purpose:

The Buffalo Committee for Quality Integrated Education (BCQIE) is a coalition composed of representatives from 18 ENDORSING ORGANIZATIONS, which cooperate with other agencies in both the public and private sectors in seeking to provide a means whereby Buffalo CAN and WILL meet this challenge in a spirit of cooperation, dedicated to two basic concerns:

The safety of all children and full compliance with the law.

BCQIE was founded by two local groups, the National Conference of Christians and Jews and the Buffalo Urban League. It resulted from a cooperatively planned one-day conference which was held on December 16, 1975. The conference attracted 225 participants and was designed to explore desegregation as it has occurred in other cities and the various roles of community groups.

Organizationally, the Buffalo Committee for Quality Integrated Education is currently housed inconjunction with the Buffalo Regional Office of the National Conference of Christians and Jews. The non-profit structures of its co-founders, NCCJ and the Buffalo Urban League, have been utilized for programming. The member organizations cooperate principally on a voluntary basis in support of the basic concerns of the committee.
(The above information has been abstracted from "The Mortarboard" which is the newsletter of the BCQIE).

THE GREATER CLEVELAND PROJECT: CLEVELAND, OHIO

Statement of Purpose, Structure and Operation (Adopted May 6, 1976)

Purposes

The Greater Cleveland Project (the "Project") is a voluntary association of participating organizations who have agreed to work cooperatively for the following pur-

poses:

A. To seek to develop throughout Greater Cleveland a responsible leadership of organizations and individuals to deal with the implications of the Federal Court decision on Cleveland School Desegregation, to attempt to prevent any potential conflict or disharmony resulting from the decision within the community, and to encourage peaceful and lawful responses to the decisions of the Federal Court.

B. To provide accurate and complete information on school desegregation matters to the public, including the content and meaning of court rulings and related implementation orders.

C. To help in coordinating the work of its participating organizations, agencies and churches, and of other agencies and organizations engaged in and supporting efforts toward peaceful and lawful school desegregation.

D. To develop, coordinate, and support a core group of participating organizations and citizens concerned with quality integrated public education in the Greater Cleveland Area.

Structure

1. General Assembly. The General Assembly (the "Assembly") shall constitute the plenary governing body of the Project, shall conduct the affairs of the Project, and shall have final authority as to the actions of the Project. The Assembly may delegate such powers as it deems proper to the Steering Committee and to the various Task Groups. The Assembly shall be composed of representatives of participating organizations.
2. Officers. The Project shall have the following officers, each elected by the Assembly and whose terms of office shall be determined by the Assembly:
   A. A Chairperson.
   B. Two Vice Chairpersons.
   C. A Secretary.
   D. The Chairperson of each of the Task Groups.
3. Steering Committee. The Steering Committee shall meet on an interim basis between Assembly meetings upon the call of the Assembly Chairperson or on the call of any three other members of the Steering Committee. Its responsibilities shall be as follows:
   A. To coordinate and assist in the implementation of policies and programs previously determined by the Assembly.
   B. To provide consultation and advice to staff of the Project, and to work with the Greater Cleveland Interchurch Council on the definition of future fiscal and staff matters.
   C. To perform such other duties as are assigned to it by the Assembly.

   The Steering Committee shall be comprised of the following:
   A. The officers of the Project.
   B. Two members-at-large, elected by the Assembly and whose terms of office shall be determined by the Assembly.

   One additional member-at-large shall be added to the Steering Committee for each ten participating organizations in excess of thirty.
4. Task Groups. Task Groups shall be created upon the direction of the Assembly to carry out specific responsibilities of the Project. The creation of Task Groups and the designation of specific responsibilities shall be made by the Assembly. It is the intention that the essential processes of the Project shall be conducted by means of the Task Groups.
5. The Assembly shall form a nominating committee to make recommendations for officers as may be necessary.

Participation

6. Any organization located in or having a constituency in Greater Cleveland shall be eligible for participation in the Greater Cleveland Project, on condition that it shall agree with the purposes of the Project as specified above, and shall affirm the Project's "Statement of Concerns."*
7. To be eligible, a participating organization need not have any particular attributes or form, other than its adherence to the Project's "Statement of Concerns." Membership by established community relations, religious, philanthropic, educational and health and welfare groups will be encouraged. In addition, on-going and ad hoc groups of citizens-at-large, so called grassroots organizations and other citizens' constitutencies will be eligible to join as participating organizations. The Project shall seek and encourage participation by diverse communities and interests.
8. Participating organizations shall fully retain their autonomy, their distinct identity and their full freedom of action. Each shall be the sole arbiter of its own positions, policies, and programs.

Meetings and Procedures

9. The Assembly shall attempt to meet on a regular monthly basis, or more often if necessary to carry out the goals and programs of the Project. Not less than two weeks written notice shall be given to designated representatives for all Assembly meetings, unless the Steering Committee shall determine that an emergency meeting is required on shorter notice. Notices shall include an agenda of subjects to be considered at the meeting. Special meetings of the Assembly may be called by the Assembly Chairperson, by action of the Steering Committee or at the request of not less than ten designated representatives.
10. At meetings of the Assembly, a quorum shall consist of a simple majority of officially participating organizations. All questions and all business of the Steering Committee shall be determined by a majority of those present and eligible to vote. A two-thirds vote will be necessary for the authorization of a public statement.
11. At meetings of the Steering Committee a quorum shall consist of a simple majority of the members of the Steering Committee. All questions and business of the Steering Committee shall be determined by a majority of those present.
12. Dissenting votes from organizations shall be entered into the minutes of Assembly meetings upon request.
13. The Assembly shall be free to take positions, promote actions and issue statements in the name of the Project on those matters which have been agreed to by the requisite vote specified above. Where such statements list or identify specific participating organizations by name, the prior assent of such organizations shall be obtained.
14. Participating organizations shall receive the minutes of all meetings (including the minutes of the Steering Committee and the Task Groups.)

Fiscal Responsibility

15. The Greater Cleveland Interchurch Council (GCIC) is presently designated as the fiscal agent and repository of all funds (including foundation funds) heretofore or hereafter received by the Project. The GCIC shall hold all such funds in a separate account, and shall be responsible and fully accountable for the safekeeping and proper disbursement of same. Funds of the Project shall be disbursed only in accordance with prior authorization by the Assembly. The Assembly shall have the right at any time to discontinue the agency herein granted, and to designate successor fiscal agents of the Project.

*See page 20 for a copy of the "Statement of Concerns."

Staff

16. The GCIC is presently designated as the agent of the Project on personnel matters, and shall be responsible for Project staff hiring and supervision. It shall keep the Steering Committee fully advised in all respects regarding staff and personnel. The Assembly shall have the right, at any time, to discontinue the agency herein granted.

COALITION FOR PEACEFUL INTEGRATION: DETROIT, MICHIGAN

History (May, 1975)

The Coalition for Peaceful Integration was first organized in March 1972, as the Metropolitan Coalition for Peaceful Integration. At that time, the Federal District Court was hearing arguments to include the metropolitan Detroit area in the desegregation of Detroit Public Schools.

The Coalition reorganized and incorporated in January 1975, omitting "Metropolitan" since the Supreme Court opinion in the Bradley vs. Milliken case ordered the prompt desegregation of Detroit Public Schools, in what has been termed the "Detroit-only" plan by media and the community as a whole.

Throughout the initial organization and reorganization, the purpose of the Coalition has remained the same: to work for the peaceful implementation of court ordered school desegregation. The Coalition has not taken any position for or against any particular plan, but has sought to focus attention on the "how to" - how to make the implementation of court ordered desegregation a positive experience for students, staff, parents, and community residents.

During the reorganization period, the Coalition for Peaceful Integration made a conscious decision to broaden the representation from the Detroit community and reduce the involvement of suburban organizations in the implementation of a desegregation order limited to Detroit itself. The Coalition Board of Directors felt that while it is good to have the cooperation of metropolitan groups, the Coalition's efforts would be based in Detroit and therefore, the work should be carried on by the citizens of Detroit.

The response to reorganization has been most gratifying with the development of a well-rounded Board of Directors, including the President of the Detroit Federation of Teachers, the NAACP, the Northwest Ministerial Alliance, the League of Women Voters of Detroit, the Jewish Community Council of Metropolitan Detroit, the Panel of American Women, the Detroit Round Table of Christians and Jews, the Archdiocese of Detroit, UP-KIDS, Metropolitan Detroit Council of Churches and Detroiters active in school-related issues for many years.

Articles of Incorporation*

These Articles of Incorporation are signed by the incorporators for the purpose of forming a non-profit corporation pursuant to the provisions of Act 327, Public Act of 1931, as amended, and Act 284 Public Acts of 1972, as amended as follows:

(State of Michigan)

Article I:

The name of the corporation is Coalition for Peaceful Integration.

Article II:

*Abstracted from the original.

The purpose or purposes for which the corporation is organized are as follows: The corporation is organized to support and facilitate peaceful desegregation of the public schools of the city of Detroit when and if such desegregation is ordered by the Federal Court.

The corporation shall have as its additional concern the educational quality of the programs offered by the public schools to the children in Detroit during the court-ordered desegregation process.

The Board of Directors is empowered to seek, accept, receive and/or administer any and all funds from public or private sources, which are contributed or in any way made available for these purposes.

Article III:

Said corporation is organized upon a non-stock basis.
Said corporation is to be financed under the following general plan: Voluntary contributions and grants from individuals and organizations, as well as grants from foundations or governmental entities.

Article IV.

(Address)

Article V.

(Names and addresses of the incorporators)

Article VI.

(Names and addresses of the first board of directors of trustees)

Article VII.

(Any desired additional provisions authorized by the Acts.)

IN WITNESS WHEREOF, the undersigned, the incorporators of the above named corporation, have hereunto signed these Articles of Incorporation on this 12th day of January, 1975.

METROPOLITAN INTER-CHURCH AGENCY: KANSAS CITY, MISSOURI

A Proposal

Kansas City Metropolitan Center for Quality Education (1975)

The Problem

Public education is of necessity a priority concern in all parts of the metropolitan area. Quality education includes appropriate curriculum facilities, and financing is of general concern. Related issues such as integration, teacher accountability, school boards and alternatives to traditional studies are among additional concerns.

Administrators are often bound by traditions, as are professionals in other institutions, school boards are beleaguered by the variety of problems facing them, the community-at-large is dissatisfied with results and distrustful, and students conform, seek alternatives to public education or drop out.

The Proposal

To provide the means for dealing in a constructive and positive way with the great issues facing public education by establishing the Kansas City Metropolitan Center for Quality Education, based on a coalition of religious groups, government, universities, community groups, businesses, media, labor, police, planning bodies, etc.

The Goals

The Center will: 1) become a central means for groups and individuals to express their concerns and share responsibility for working at solutions. (It will not replace or in any way reduce the need for parents and concerned persons to work on local issues.) 2) develop the capability to provide needed resources to local groups, school board, state legislators and others through consultants, printed resources, task forces, and continuing contact with other bodies locally and nationally working in public education; and 3) provide for broad community/citizen participation in a focus on providing quality education for every student in metropolitan Kansas City.

The Structure

The Incorporated Center will operate with an elected Board of Directors, representative of the community, who will supervise the staff and determine policy. This will be determined by the Board.

The Initial Steps

The Desegregation and Education Task Force of the Metropolitan Inter-Church Agency will serve as the planning group, commencing October 1, 1975. Staff services will be provided through June, 1976, by one half-time person (Project Director) with a part-time secretary. The Task Force will seek "start-up" funding for the initial steps.

The Project Director, with the Task Force, will be responsible for designing a basic proposal, seeking funding to supplement an initial "seed" grant ($20,000 for the first year), and recruiting appropriate persons and groups for participation. "Start-up" funds in the amount of $2,500 for the remainder of 1975 and $2,500 for 1976 (through June 30, 1976) are required.

COALITION FOR PEACEFUL SCHOOLS, INC.: MILWAUKEE, WISCONSIN

Proposed Articles of Incorporation of the Coalition for Peaceful Schools, Inc.*

The undersigned, a natural person of the age of eighteen years or more, acting as incorporator of a corporation under the Wisconsin Non-Stock Corporation Law, adopts the following Articles of Incorporation for such corporation:

Article One: Name -

The name of the corporation is Coalition for Peaceful Schools, Inc.

Article Two: Purpose -

The corporation is organized and shall be operated exclusively for religious,

*Abstracted from the original.

charitable, scientific, literary or educational purposes, including specifically but not limited to supporting and facilitating peaceful, humane desegregation of the Milwaukee Public Schools, increasing community understanding of the desegregation process in Milwaukee, opening and maintaining communication among community groups working for peaceful implementation of school desegregation, and assisting the Milwaukee Public School system in the implementation of desegregation, and to engage in any activity relating to the foregoing purposes, which is not prohibited by any provision of the Internal Revenue Code of 1954, or any successor thereto, as amended from time to time, and to invest in, receive, hold, use, and dispose of all property, real or personal, as may be necessary or desirable to carry into effect the above-mentioned purposes.

Article Three: Powers -

The corporation shall have all powers conferred upon nonstock nonprofit corporations organized under Chapter 181 of the Wisconsin Statues and any provision enacted or hereafter amended; but shall not engage in any of the following activities:

1. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.
2. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation.
3. No dividends shall be paid and no part of the net earnings of the corporation shall inure to the benefit of any private individual.
4. Not withstanding any other provision of these articles, the corporation shall not carry on any activities not permitted to be carried on: (a) By a corporation exempt from Federal Income Tax under Section 501(c)3 of the Internal Revenue Code of 1954, or any successor thereto, as amended from time to time; or (b) By a corporation, contributions to which are deductible under Section 170(c)2 of the Internal Revenue Code of 1954, or any successor thereto, as amended from time to time.

Article Four: Members -

The corporation shall have members and the designation of classes, qualifications, rights, duties, and methods of acceptance and expulsion of members shall be provided in the By-Laws.

Article Five: Board of Directors -

The affairs of the corporation shall be managed by a Board of Directors. The number of directors constituting the initial Board of Directors shall be five. Thereafter, the number and manner of election or appointment of directors and their terms of office shall be as provided in the By-Laws, but the number of directors shall not be less than three.

Article Six: Dissolution and Liquidation -

Article Seven: Miscellaneous -

Section 1. Name and address of the initial registered agent of the corporation.
Section 2. Location of the principal office.
Section 3. Names and addresses of the initial Board of Directors.
Section 4. Name and address of the incorporator.

IN WITNESS WHEREOF, I have hereunto set my hand this __ day of __, 1976.
(Notary Public Information and Seal.)

Proposed By-Laws*

Article I - Name

Section 1. The name for the non-profit corporation shall be the Coalition for Peaceful Schools, Inc.

Article II - Purpose

Section 1. The purpose of the Coalition for Peaceful Schools shall be to support and facilitate peaceful, humane desegregation of the Milwaukee Public Schools, to increase community understanding of the desegregation process in Milwaukee, to open and maintain communication among community groups working for peaceful implementation of school desegregation, and to assist the Milwaukee Public School system in the implementation of desegregation.

Article III - Membership

Section 1. Eligibility. Any organization that subscribes to the purpose of the Coalition for Peaceful Schools shall be eligible for membership.
Section 2. Types of Membership. The membership of the Coalition shall be composed of: (a) Voting member organizations and (b) Associate member organizations shall be all other organizations which support and wish to participate in the activities of the Coalition, but not as voting members.
Section 3. Voting and associate member organizations may act in the name of the Coalition only when authorized to do so by the Board of Directors.

Article IV - Board of Directors

Section 1. Number, Selection and Term of Office. The Board of Directors shall consist of one representative from each voting member organization, and not less than three directors. The original Board of Directors is comprised of those named in the Articles of Incorporation. Subsequent directors shall be the representatives of organizations joining the Coalition. The term of office of Board members shall be set by the organizations they represent.
Section 2. The Board of Directors shall have full charge of the property and business of the Coalition, with full power and direct work necessary to carry out the purpose of the corporation, including the establishment of a dues structure for member organizations. The Board shall create and designate such special committees as it may deem necessary. It shall have power to hire and direct any and all employees.
Section 3. Meetings. There shall be at least nine regular meetings of the Board of Directors annually, one of which shall be held in January at which time election of the Executive Committee shall be held.

Article V - Officers

Section 1. Officers, Manner of Election and Executive Committee. The Officers of the Coalition for Peaceful Schools shall be a Chairperson, a First Vice-Chairperson, a Second Vice-Chairperson, a Secretary, a Treasurer and four At-large-Directors who shall be elected for terms of one year by the Board of Directors at its regular meeting held in January and take office immediately. These nine officers shall comprise the Executive Committee of the Coalition. Vacancies occuring in the Executive Committee shall be filled by the Board of Directors.

*Abstracted from the original.

Officers so designated shall serve until the January regular meeting.
Section 2. The Chairperson. (Description of duties)
Section 3. The First Vice-Chairperson (Description of duties)
Section 4. The Second Vice-Chairperson (Description of duties)
Section 5. The Secretary (Description of duties)
Section 6. The Treasurer (Description of dutues)
Section 7. Directors-at-Large (Description of duties)

Article VI - Financial Administration

Section 1. Fiscal Year. The fiscal year of the Coalition shall be the calendar year.
Section 2. Budget. A budget for the ensuing year shall be submitted by the Treasurer to the Board of Directors at the November meeting for adoption. The budget shall include support for the work of the Coalition as a whole.
Section 3. Financial Administration. An annual independent audit shall be conducted and a report given to the Board at the regular January meeting.

Article VII - Parliamentary Authority

Article VIII - Amendments

DELAWARE EQUAL EDUCATION PROCESS (DEEP) COMMITTEE: WILMINGTON, DELAWARE

What and Why is Deep?

The Delaware Equal Education Process (DEEP) Committee, a multi-racial, bi-lingual group, was formed October 4, 1974. The purpose of DEEP is to develop positive attitudes in regard to New Castle County School Desegregation.

The committee started when a group of people sympathetic to the desegregation of the New Castle County schools got together to discuss what could be done to work for positive attitudes toward desegregation. They also believe that, if there is no court-ordered desegregation, there should be voluntary desegregation.

The group was convened as a committee of the Urban Coalition Task Force on Community Attitudes and Education.

DEEP's basic premises are (1) that educational decisions must be made in the light of the future; do not do today what has to be undone tomorrow. Desegregation is right because the future of the United States as a multi-racial nation demands it; (2) that quality education is the right of every child and this can be defined as equal access to equal experiences, opportunities, and resources. Segregated educational systems inherently cannot provide such equal experiences, resources, and opportunities; (3) that in Delaware the provision of quality education for all children is a statewide responsibility and such responsibility is not limited by school district boundaries; (4) that in any transitional process there will be some confusion, some people will feel negatively, but the overall effect will benefit all.

Committee members include representatives from: Delmarva Ecumenical Agency, League of Women Voters of Greater Wilmington, State Human Relations Commission, NAACP, Community Action of Greater Wilmington, Jewish Community Relations Committee of Jewish Federation of Delaware, National Conference of Christians and Jews, Methodist Action Program, Delaware OIC, Mental Health Association of Delaware - Wilmington Chapter, parents from suburban and Wilmington Districts and others.

November 7, 1975

SUMMARY:

The common denominator here is that the organizations in each community felt the need to work cooperatively to achieve common goals in order to realize the peaceful, humane implementation of school desegregation plans. These clear organizational statements of purpose state in varying forms the following ideas: To assist in achieving peaceful, humane implementation of desegregation plans in compliance with laws; to facilitate educational quality; to provide accurate and complete information to the public on school desegregation; to increase community understanding of the desegregation process and to develop an instrumentality which would provide opportunities for the coordination of activities as well as a broad-based community participation in support of the school desegregation process. These ideas are expressed in terms of goals which are important in making decisions about organizational structure.

The organizations structures vary in nature. One approach is to develop a coordinating committee composed of representatives of the participating organizations. The Buffalo Committee for Quality Integrated Education reports that it is a coalition of 18 organizations "who cooperate principally on a voluntary basis in support of the basic concerns of the Committee." The co-founders of the committee, the Buffalo Regional Office of the National Conference of Christians and Jews and the Buffalo Urban League assume responsibility for administration and the execution of the program. The Delaware Equal Education Process (DEEP) Committee of Wilmington has members from ten community organizations; parents from suburban and Wilmington school districts as well as others. An initial task of such a coordinating committee is to develop a statement or agreement setting-forth criteria for membership and for operating procedures.

The organizational forms of other coalitions are more complex. The "Statement of Purpose, Structures and Operation of the Greater Cleveland Project" provides for a general assembly, as a plenary body, elected officers, a steering committee and task forces. The statement also deals with organizational participation, membership, meetings and procedures. The Greater Cleveland Interchurch Council is designated as the fiscal agent as well as the agent for personnel matters such as staff hiring and supervision. The document which has been included in this paper should be studied with care because it contains valuable information about organizational participation and operational procedures.

The Coalition for Peaceful Integration of Detroit is incorporated as a not-for-profit organization in Michigan and the Coalition for Peaceful Schools of Milwaukee, Wisconsin proposes to take the same course of action. As such they have or will have their own officers, board of directors, and bylaws. The proposed Kansas City, Mo., Metropolitan Center for Quality Education intends to follow a similar course of action. The proposal for the Center contains the following sentence: "The Incorporated Center will operate with an elected Board of Directors, representative of the community, who will supervise the staff and determine policy."

PREPARING THE COMMUNITY FOR SCHOOL DESEGREGATION:

The Pre-Court Order Process (An Example of a Process Implemented by a Non-Profit Community Organization in Developing a Community Coalition)

Collected and Compiled by:
The National Center for Quality Integrated Education

TABLE OF CONTENTS

Introduction 57

Part I: The Initiative for Planning 57

Part II: Informing the Community in a Desegregation Education Process Through a Series of Community Meetings 58

Part III: Initiating, Planning and Implementing a Community Coalition to Carry on an On-Going Community-Wide Education and Citizen Involvement Program 60

Part IV: Initial Accomplishments of the Greater Cleveland Project 62

Summary 63

Appendices:

I. Program of Seminar 1, School Desegregation Problems and Promises . . . 64

II. Feedback from the Participants of the School Desegregation Seminars 65

III. Programs from Five Information Sharing Sessions 66

INTRODUCTION:

This paper has been developed in order that the non-profit organization in the local community may share and benefit from a process utilized by the Greater Cleveland Interchurch Council, Ohio, as they played a key role in the preparation of their community for possible court-ordered school desegregation. The paper outlines in three major phases the role that the agency played prior to the release of the opinion of the Court on August 31, 1976. The phases include:

(1) As an interchurch agency in the community, making the commitment to take a leadership role in initiating preparations for a possible court decision to desegregate.
(2) Taking a primary role in informing and involving the community in a desegregation education process through a series of community meetings.
(3) Initiating, planning, and implementing a community coalition to carry on an on-going community-wide educational and citizen involvement program.

The activities described herein span a two-year period from November 1974 to August 1976. This generally coincides with the twenty-one months which preceded the Court's decision in the case of Reed vs. Rhodes in Cleveland. During this period Cleveland had not been eligible for federal assistance from the U.S. Office of Education through the Title VII Emergency School Aid Act (ESAA) grants which are awarded to school systems and non-profit organizations for the initiation of programs in schools and communities incident to school desegregation. All of the funding activities described in this paper were from sources other than ESAA.

It should also be understood that although the example of the Greater Cleveland Interchurch Council has been employed in the development of this document because of the process and programs, other communities have been involved with similar experiences. Wilmington, Milwaukee, Omaha, Dayton, and Kansas City, Missouri, to name a few, have initiated programming prior to a court decision and desegregation plan development or eligibility for federal funds. The activities undertaken in these communities will be shared when appropriate in this paper.

Part I: The Initiative for Planning

Incentive for becoming involved in a school desegregation process for the Greater Cleveland Interchurch Council came during their interaction and participation at a consultation hosted by the Division of Education and Ministry of the National Council of Churches of Christ of the USA. The consultation entitled, "Problems and Issues in School Integration/Busing and the Role of the Churches" was held in New York City in November, 1974. Dr. J. Blaine Fister, of the National Council of Churches, described the consultation in the follow-up report, Tale of Seven Cities, in this manner:

> "The Consultation provided the arena for the participants to share information and experiences related to the specific circumstances surrounding the desegregation of the schools in the cities they represented. Opportunity was provided to explore the problems, issues and strategies that would be helpful to those attending." (Preface)

The selection process for the seven cities involved was based on three criteria. The city a) had experienced school desegregation, b) was presently experiencing school desegregation, or c) would face school desegregation in the near future. The ecumenical agencies sending representatives and falling into one of the three categories were: Boston, Cleveland, Denver, Detroit, Indianapolis, Rochester, and Wilmington.

The format of the consultation included:

Verbal and written reports from the cities as to their respective situations, problems, activities, successes, and failures in regard to school desegregation.

A review of the strategies of Northern cities by Hayes Mizell, American Friends Service Committee.

An examination of the role of the church in school desegregation.

Development of guidelines that could be helpful in all parts of the country for the ecumenical agency.

Exploration of the need and possiblity of a network that would aid in helping the church and community groups cope more effectively with problems, tensions, and solutions.

A team of five representatives of the Greater Cleveland Interchurch Council were sent to New York. Two were staff members, Mrs. Joan Campbell and Ms. Del Jones, and three were members of the local clergy. Ms. Jones gave the Cleveland overview in which she outlined the basic demography of the school population; the current status of the suit being brought by the NAACP; the current strife in the community incident to racial unrest; and the suburban attitude. Likewise the same items were described for each of the other communities.

As the Cleveland situation was described in that November 1974 consultation, the NAACP had filed a suit eleven months earlier for a permanent injunction to enjoin the Board of Education of Cleveland and the Ohio State Board of Education to discontinue policies and practices which perpetuate racial and economic segregation. At the time of the New York meeting, the community of Cleveland was anticipating the hearing of the case to begin in February or March, 1975.

As the consultation drew to a close, the participants felt after exchanging experiences, ideas, and concerns with their contemporaries that the preparation of the community was paramount -- no matter what the court decided. For the Greater Cleveland Interchurch Council, involvement in a school desegregation process had begun.

Part II: Informing and Involving the Community in a Desegregation Education Process Through a Series of Community Meetings

Although the community of Cleveland had been sporadically involved with the issue of school integration as early as 1871, it was not until Reed vs. Rhodes (December 21, 1973) that attention became focused upon the possibility of court-ordered school desegregation. The trial which began on November 24, 1975, ended nearly four months later on March 9, 1976, with the Opinion of the Court released on August 31, 1976. It found that the Cleveland and State Boards of Education were liable.

It was during the early stages of Reed vs. Rhodes that the representatives from the Greater Cleveland Interchurch Council attended the New York City Consultation. The impact of the meeting on the Cleveland participants was immediate. It was quickly decided that upon their return to Cleveland, steps would be taken to prepare their own immediate constituencies and those of the community's leadership.

Since funds were not available to non-profit organizations through ESAA because of the ineligibility of the Cleveland Public Schools*, the Greater Cleveland Interchurch Council (GCIC) submitted a proposal to the Ohio Program in the Humanities. The proposal was funded with a grant to conduct a series of seminars on the issue of desegregation.

The funded project was predicated on the assumption that Clevelanders needed to understand the implications of desegregation in the event that the Courts mandated the development of a desegregation plan. The seminars were structured so that people

*Emergency School Aid Act (ESAA) funds are generally available to non-profit organizations when the school district is eligible. Contact your regional Office of Education to determine whether your school district is eligible.

were able to understand the history of desegregation in the United States, its legal implications as well as current practices in other cities. In each instance, sufficient discussion time was allotted so that all of the participants could express their views and clarify any misconceptions which they might have had. The seminars were designed to reach people in various areas of community life as follows:

Seminar 1: March 18, 1975, included leaders from business, churches, government and media
Seminar 2: April 29, included community leaders from agencies and groups likely to be affected by a desegregation order
Seminar 3: June 11, included teachers, parents, and students from West Side neighborhoods
Seminar 4: June 16, included teachers, parents and students from East Side neighborhoods

(See Appendix I for a program from Seminar 1 and Appendix II for issues raised and action suggestions from the series of seminars.)

The GCIC recognized the importance of involving other community organizations in the planning and arrangement of this series of seminars which was titled, "School Desegregation: Problems and Promises." Therefore, it developed a Coordinating Council which was comprised of representatives from a variety of community agencies and organizations, including: The Federation for Community Planning, Catholic Charities, Greater Cleveland Neighborhood Centers Association, City of Cleveland's Community Relations Board, the Jewish Community Federation, denominational representatives and others. The GCIC served as coordinator for the four seminars in which approximately 400 people participated.

A final seminar was held on October 19, 1975 which included participants from the four previous meetings. It was designed to outline steps which the community could take to continue a preparatory process for a possible desegregation order in Cleveland.

Several consultative resource persons were involved throughout this period. Their role was one of assistance in the planning and implementation of the seminars. Among other organizations they were from the U.S. Community Relations Service, Chicago Regional Office; the National Center for Quality Integrated Education; and the Ohio Civil Rights Commission.

In the past few years many community groups have utilized the action strategy of informing the community about the issues involved in public school desegregation and of involving organizations and individuals in the educational process. Illustrative of this are the topics of the following five information sessions: "A Community Workshop: Achieving Effective School Desegregation" in Wilmington Delaware on March 6, 1976. Milwaukee, Wisconsin conducted a session on "Community Involvement in Desegregation Planning" on April 3, 1976. A "Consultation on School Desegregation Roles of Community Organizations and Agencies" in Dayton, Ohio was held on March 28, 1976. Buffalo convened a "Metropolitan Consultation on School Integration" in Buffalo on July 13, 1976. Indianapolis, Indiana conducted a meeting titled "Education: The Unfinished Revolution: A Study on Court-Ordered Busing Designed for Catholic Parishes" on August 14, 1976. (The programs for each of these information sharing sessions and workshops may be found in Appendix III.)

As was the case of Cleveland, these information meetings are generally held during the early stages of the litigation process and often when the school district is not eligible for federal funds under ESAA. The money to support these activities outlined originated from a number of sources. In Milwaukee, the Greater Milwaukee Conference on Religion and Urban Affairs and two local foundations made contributions; in Omaha, the early fiscal resources came from the business community; in Kansas City, Missouri, the churches have contributed seed monies for a task force on desegregation and one on housing. In almost every case where the community initiative was strong, local or state funds were found and educational programming was begun prior to a

court decision or the issuance of a Department of Health, Education and Welfare or State compliance order.

Part III: Initiating, Planning, and Implementing a Community Coalition to Carry on an On-Going Community-Wide Educational and Citizen Involvement Program

A proposal was prepared and submitted to the Greater Cleveland Foundation to establish a program in the community known as the Greater Cleveland Project, a project which is a voluntary association of over forty-six organizations who have agreed to work cooperatively. It might be helpful to the reader to examine excerpts from the proposed Cleveland Project developed by the Coordinating Council based on the information which came out of the seminars. The following overview of the proposed Cleveland Project is provided for that purpose:

The proposed Cleveland Project as developed included four goals:

1. To develop responsible leadership in neighborhoods throughout the Greater Cleveland area which will understand the implications of court-ordered desegregation and be prepared to encourage peaceful integration.

2. To provide accurate and complete information on desegregation to the Cleveland public so that in the event of a court order, the process will be both effective and peaceful; to provide an education process for the Coordinating Council constituencies.

3. To prevent overlap and duplication among Cleveland agencies and organizations concerned about desegregation; to coordinate agency work on this issue throughout the city.

4. To strengthen the Coordinating Council and to begin to develop a core group of individual citizens and organizations that will have as their concern quality public education. This group must include the religious communities, the influential business, commercial, university and financial circles, the media, social agencies, women's groups, parents, students and teachers. If properly organized and nurtured, such a citizen group should outlast this project and become a voice for quality schools.

In order to achieve the above goals, the project set forth a series of activities which included:

Leadership Training and Development
(to be phased in six months after initial work is begun)

Neighborhood organization leaders as well as key clergy and law leaders throughout the city will be identified and trained as a group in the areas of community organization, conflict management, values clarification, etc. They will also learn about desegregation strategies in other cities and gain insight on effective techniques for reducing anxiety and tensions among community people.

Once the leaders are trained, they will then be asked to organize groups within their neighborhoods to dialogue on the issue and to devise local programs which will increase understanding and acceptance of integration strategies. The leaders' goal will be to work with neighbors so that they become more culturally pluralistic and more open to people of different races and backgrounds. Their objective will be to get people to express their fears, anxieties and attitudes about the implications of mandated change in their schools.

Parents, students, teachers, neighborhood organizations, etc. would be the target population.

The leaders will be assisted in their neighborhood efforts by part-time community organization workers who would help to organize dialogue groups, provide materials and resources from the central Coordinating Council and serve as the professional link to all organizing activities being conducted in neighborhoods throughout the city. These workers will be assigned to target areas which the Coordinating Council feels are crucial to the success of desegregation in Cleveland. Existing neighbor-

hood organizations will be utilized whenever possible.

Information Sharing

(1) Research on other cities: The Council will utilize learnings from other cities that have undergone desegregation. The Council will develop a bank of information about citizen coalitions, alternative methods of desegregation, desegregation plans from other cities, relevant education research, educational options and strategies for improving quality of education. (2) Speakers/Teacher Bureau: The Council will recruit and train persons to speak to groups on the subject of quality education and desegregation. Intensive study of the desegregation process will be made available to agency constituents utilizing university resources. Study sessions are planned for deans of the Catholic Diocese, key Protestant clergy and laypersons, Black church leadership, agency boards, etc. (3) Newsletter: As part of its effort to inform the community about desegregation, the Coordinating Council will publish a monthly newsletter to be circulated in churches, community organizations, local agencies, etc. This paper will provide important background information about desegregation efforts in other cities, describe the kinds of programs which have worked successfully, deal with specifics of the desegregation plan, etc. It will be used to provide people-to-people communication in ways that reduce anxieties and tensions brought on by people's lack of understanding and information about desegregation. Two newsletters have been issued and four are in the process of preparation. Separate newsletters might be prepared with a neighborhood focus. (4) Monitoring: The Council in cooperation with "The Study Group" will recruit and organize legal volunteers to monitor the trial and will disseminate accurate information to agency, organization, and church constituents. (5) Rumor Control: The Coordinating Council will negotiate with Community Information Service to handle rumor control. The Council staff will provide training for workers and these trained volunteers will work under the Council's supervision. The hotline system will identify monitoring problem areas throughout the community and attempt to defuse problems wherever they might occur. (6) Media Briefing: As part of its information-sharing program, the Council's staff will help representatives of the local media to see how they might assist in the overall community education effort. The media will be asked to help the community understand desegregation and how it works in other places. The Council will utilize the media experts of the Coordinating Council agencies to organize a media conference.

Avoidance of Duplication

The Council itself is structured in such a way that it represents most key community organizations. One of the Council's early duties will be to devise an overall community strategy which will clearly indicate the duties and responsibilities of each community agency. This strategy will help to avoid duplication of effort and competition among agencies. It will also insure a well-designed program and well-coordinated effort in local neighborhoods.

Strengthening Coalition Among Citizens and Agencies

The gradual building and resourcing of a strong citizen voice to work with schools and community agencies and institutions to assure quality education at neighborhoods and policy making levels will be one of the long range activities of the coalition. Such an activity will take on added importance in the second and third year of the project. Regardless of the outcome of the NAACP suit the search for quality education in an integrated setting must be a goal of the urban community.

Post Court-Order

If Cleveland is given an order to desegregate then a number of activities related to the peaceful carrying out of that order will be coordinated by the Project Director, the Associate Director of the Greater Cleveland Interchurch Council and the Coordinating Council. Such activities will include input into the desegregation plan if possible, direct peacekeeping activities in neighborhoods, monitoring, working with the police department in community relations, and assistance to schools when called for. In addition, interpretations to neighborhoods about various aspects of the plan that emerges for Cleveland is envisioned. A strategy for dealing with parents' questions with special situations (i.e., sick or handicapped children) would be devised.

The proposed project calls for as staff, a full-time director, a secretary, part-time field workers, consultants and in-kind staff.

Although every community will develop its organizational structure in light of its goals, proposed activities and resources, it might be helpful to review the organizational structure of the Greater Cleveland Project which is found on page 43.

Part IV: Initial Accomplishments of the Greater Cleveland Project

Over the months of May, June, July, and August, 1976, the Cleveland Project has developed a membership of over 46 organizations. Four task groups were established which were designed to carry on a large portion of the Project's work:

Plans and Strategies

This task group has developed a comprehensive "Blueprint for Action," a basic work plan for the Project. The Blueprint has been adopted as a planning document by the General Assembly, and all four task groups are now using it as a basis for mapping out tasks for Project action.

Structure and Organization

This task group earlier this year developed the organizational structure and operating rules of the Project, and subsequently was responsible for recommending a slate of Project officers. The task group now is engaged in efforts to expand Project membership to additional groups and organizations.

Community Action

This task group, which will be chiefly responsible for developing a wide-range of activities in neighborhoods and communities, is presently working with the approved Blueprint for Action to develop further its plans for future Community Action tasks.

Information Dissemination

This task group is working with budgeted funds to produce a series of information documents for broad public dissemination. These documents will cover various aspects of school desegregation.

The Project during the early spring, 1976, and continuing throughout the summer months has provided more than seventy (70) resource people through a speaker's bureau service on the issue of school desegregation.

At this time, two of the most immediate program objectives are to:

1. Open a Resource Center: This will be a specialized library of print and film materials on school desegregation. Material for this center would be made available to community, religious, neighborhood, civic and other leaders, as well as the public-at-large.

2. Initiate a series of "Action Memos:" These will be sent to Project members

and other key administrators designated in the various organizations. The memos will contain brief reports of desegregation-related activities in organizations participating in the Project. The purpose is to assist the Project's participating organizations to share among themselves information on their respective activities related to school desegregation, and thus to enhance opportunities for cooperative efforts.

SUMMARY:

The process in this paper is suggestive of major steps which can be taken by other communities in developing coalitions prior to the issuance of a desegregation order. The Greater Cleveland Interchurch Council took the initiative for planning to inform the community about the issues of school desegregation and involving other organizations in the process of initiating preparations for it. This was begun by a series of seminars for community education in which other organizations were involved in the planning and implementation through a Coordinating Council. Out of these seminars came information and suggestions for dealing with the process of school desegregation in Cleveland. The Coordinating Council used this material in preparing and implementing an on-going coalition, the Greater Cleveland Project. This proposal contained clearly defined goals and set forth activities designed to achieve them. Once the proposal was funded, the Greater Cleveland Interchurch Council and the participating organizations undertook to structure an organization which would function effectively to realize the goals.

In your community, the pursuit of these tasks will enable you to develop a process of citizen involvement in school desegregation which is designed to fit the unique needs of your particular locality.

The GCIC is one of many interchurch agencies to take advantage of the National Council of Churches' Consultations dealing with the problems and issues of desegregation and the role of the church. Since the first consultation in November, 1974, attended by Cleveland and six other communities, the National Council of Churches has moved forward by convening four other similar consultations. Two of these consultations were state-wide, and the other two were for a regional area. About forty communities have actively participated in the consultations and a large number have implemented programs in their respective community.

The consultations hosted by the National Council of Churches and the Ministries in Public Education with follow-up program assistance by the National Center for Quality Integrated Education have proven to be an effective strategy for local grass-roots involvement and programming for peaceful school desegregation.

APPENDIX I: Program of Seminar 1: SCHOOL DESEGREGATION: Problems and Promises, March 18, 1975

WHY THIS CONFERENCE?

--To discuss with the help of experts the problems and possibilities of desegregation
--To provide an opportunity for community leadership to prepare for the most creative ways to respond
--To gain information about ways other cities have responded to desegregation orders and to examine Cleveland's alternatives

WHO WILL ATTEND?

Leadership persons from religious, business, media, labor, community agencies and from educational institutions

WHO IS SPONSORING THIS CONFERENCE?

The conference was planned by an interfaith group called together by the Greater Cleveland Interchurch Council. The leadership of the Catholic Diocese, the Jewish community, the Protestant and Orthodox communities urge YOU to join with them in this important event.

PROGRAM:

9:30 a.m.	Registration and Coffee	
9:30 a.m.	Opening Session:	
	Presiding:	Dr. Thomas Campbell, Director, Institute of Urban Studies, Cleveland State University
	Welcome:	Dr. Donald Jacobs, Executive Director, Greater Cleveland Interchurch Council
	Address:	MORAL, SOCIAL SCIENCE, AND LEGAL BACKDROP OF THE SCHOOL DESEGREGATION ISSUE Dr. Charles Glatt, Ohio State University
	Remarks:	DESEGREGATION AND THE LAW Owen Heggs, Attorney
10:45a.m.	Panel Discussion:	THREE PERSPECTIVES ON DESEGREGATION: Memphis: Joel Turetzky, Memphis City Schools Detroit: Aubrey McCutcheon, Detroit Board of Education Boston: Robert J. DeGrazia, Police Commissioner
12:00 M	Luncheon:	With guidance from a leader, each table will discuss implications of information gathered in the morning sessions
1:30 p.m.	Panel Discussion:	SCHOOL/COMMUNITY COMPONENTS FOR EFFECTIVE DESEGREGATION: Donald R. Shire, National Center for Quality Integrated Education, Moderator Memphis: Joel Turetzky Denver: Spencer Wren, Colorado Company of the Denver Council of Churches New Brunswick: Jean Blachford, New Brunswick Education Association, New Jersey
3:00 p.m.	Plenary Session:	Options and Alternatives for Cleveland

APPENDIX II:
Feedback from the Participants of the SCHOOL DESEGREGATION SEMINARS
June, 1975

I. Some issues raised in the sessions were: neighborhood language needs, organization and anti-desegregation groups, cost and time of transportation, racism or prejudice of teachers, accurate information and rumor control, parent/school relations, protecting cultural heritage, being outnumbered, the media, violence and safety, Board of Education resistance to community involvement, the power and responsibility of churches (e.g. Catholic), law enforcement, alternative schools, kid power, teacher responsibility, business, etc.

II. Future Action Suggestions:

From Seminar 1, church and social agency executives, labor, media and educational institutions, identified the following:

education for community
education for business community in relation to cost of funding a community education program
advantages and self-interest in desegregation
work with media, re: consciousness raising
plan with school board/administration
identify alternatives/options for plan desegregation
involve diversity of groups with each other in the process

From Seminar 2, social and religious agency staff, government and educational institutions, identified the following:

alternatives to existing schools
housing - two level approach - defacto segregation in housing and schools
aid in obtaining money for school desegregation through legislation
city-wide coordinating groups
get action groups' commitment to school desegregation and publicize their support
investigate implications of the voucher system
neighborhood information meetings
community congress involving school officials

From Seminar 3 and 4, with parents, students, teachers, came the following:

community education components: speaker's bureau, hotline, distribute booklets, etc.
inform people about alternative kinds of plans available
student input into the desegregation process
understanding the concerns of opponents
identify active participants
dialogue among people
commitment of organizations to pressure for plan
involvement of churches, non-political leaders
communication suggestions: media relations, suburban school relations community newsletter

APPENDIX III:
Programs from Five Information Sharing Sessions:

Wilmington, Delaware:	COMMUNITY WORKSHOP - "Achieving Effective School Desegregation" March 6, 1976
Milwaukee, Wisconsin:	COMMUNITY INVOLVEMENT IN DESEGREGATION PLANNING April 3, 1976
Dayton, Ohio:	CONSULTATION ON SCHOOL DESEGREGATION ROLES OF COMMUNITY ORGANIZATIONS AND AGENCIES April 28, 1976
Buffalo, New York:	METROPOLITAN CONSULTATION ON SCHOOL INTEGRATION IN BUFFALO July 13, 1976
Indianapolis, Indiana:	EDUCATION: THE UNFINISHED REVOLUTION - "A Study on Court-Ordered Busing Designed for Catholic Parishes" August 14, 1976

D E E P

Delaware Equal Education Process Committee
A Task Force of the Urban Coalition of Metropolitan Wilmington, Inc.
407 West Ninth Street, Wilmington

COMMUNITY WORKSHOP: "Achieving Effective School Desegregation:
Saturday, March 6, 1976
Wilmington High School, Lancaster Avenue & duPont Road

AGENDA:

9:00-9:30 a.m.	Coffee
9:30-Noon	Symposium - Auditorium
	Welcome and Overview of the Day
	The Rev. F. David Weber, Chairperson, DEEP
	Major Presentations:
	Keynote Address: Effective School Desegregation
	Dr. Gary Orfield, Brookings Institute, Washington, D.C.
	Legal Aspects of Desegregation
	Dr. Leslie Goldstein, Professor of Political Science University of Delaware
	Harrisburg Desegregation Experience
	Superintendent Benjamin F. Turner, Harrisburg Public Schools, Harrisburg, Pennsylvania
	Prince George's County, Maryland School Desegregation
	Mr. James Gholson, Ass't. Superintendent, Northern Area, Prince George's County Public Schools
	Remarks:
	Mr. Jon Chace, Community Relations Service of the U.S. Justice Department, Philadelphia, Pennsylvania
	Dr. Emma Durazzo, Director, Curriculum and Instruction De La Warr District, President, Wilmington NAACP
	Captain Norman Cochran, Delaware State Police
	Mr. Donald Shire, Director, National Center for Quality Integrated Education, Washington, D.C.
	(Additional resource persons are available to respond to questions.)
	Question and Answer Period
Noon-1:00 p.m.	Lunch - Cafeteria
	Optional: In the Auditorium during the lunch period there will be two showings of a 22 minute film, made by the National Conference of Christians and Jews, of the work done by the community during the desegregation of schools in Prince George's County, Maryland.
1:00-1:30 p.m.	Presentation by the League of Women Voters - Auditorium
1:30-3:30 p.m.	School District Workshops - Classrooms
3:30-4:00 p.m.	Return to auditorium to report and to share ideas.

You are Invited To A Workshop Sponsored By...

THE GREATER MILWAUKEE CONFERENCE ON RELIGION AND URBAN AFFAIRS

Community Involvement in Desegregation Planning

Date: Saturday, April 3, 1976
Time: 9:00 a.m. - 4:00 p.m.
Fee : $1.00

Place: Alverno College
Wehr Hall
Nursing Education Building

AGENDA:

9:00-9:30 a.m.	Registration	
9:30-12:00 M	Presentations:	
	9:30-10:45 a.m.	The Legal Framework of Court-Ordered Desegregation The Reynold's Decision The Legislative Framework - Recent State Legislative Status of Milwaukee Public School Plans for September and Citizen Involvement
	10:45-12:00 M	Citizen Involvement in Court-Ordered Desegregation Planning: Detroit, Louisville and Cleveland, guests
12:00-1:00 p.m.	Lunch	Bring a bag lunch or if you prefer to buy your lunch, the Alverno cafeteria will be open for service
1:00-2:15 p.m.	Workshops	
2:15-3:30 p.m.	Workshops (Repeated)	

Topics:

-- Getting Involved in Court-Ordered Desegregation
-- Potential for Educational Innovation in Desegregation Planning
-- Setting up Community Based Communication/Resource Centers
-- Making the City-Suburban Connection Work
-- Student Involvement in Desegregation Planning: Making it Work
-- What have Religious and Community Groups Done in Other Cities?
-- Developing a Desegregation Plan

3:30-4:00 p.m. Wrap-up

CONSULTATION ON SCHOOL DESEGREGATION
Roles of Community Organizations and Agencies
April 28, 1976
Dayton, Ohio

AGENDA:

3:10 p.m.	1.	Welcome and Introduction
3:25 p.m.	2.	Overview of Purpose of the Consultation: Kent Organ
3:35 p.m.	3.	Background Statement: Need for Community Coordination and Organization: Robert Kolze
3:50 p.m.	4.	"How Other U.S. Cities Organized to Prepare for Peaceful Desegregation" Mr. Donald R. Shire, Director National Center for Quality Integrated Education, Washington, D.C. Discussion
4:50 p.m.	5.	Community Relations Service: Roles to Assist Communities to Prepare for Peaceful Desegregation and Identification of Tasks for Peaceful Desegregation Based on Experiences of other cities: Ms. Tommie Jones, Community Relations Specialist, Community Relations Service, U.S. Department of Justice Reactions Identify Additional Tasks
5:45 p.m.		Dinner
6:30 p.m.	6.	Response to Tasks: Identification of Tasks in which Dayton School Administrators are engaged: Mr. James Eschbaugh, Desegregation Task Force Coordinator, Dayton Public Schools
7:00 p.m.	7.	Dayton Citizen Advisory Board, Community Relations Subcommittee Survey: Mrs. Charity Edna Early, Sub-Committee Chairperson
	8.	Representatives of Organizations Work on Survey Form
	9.	Report Back of Organizations
	10.	Next Steps

Consultation Co-Sponsors: (In consultation with the Community Relations, Sub-Committee, Dayton Citizens Advisory Board)
Dayton Human Relations Commission
Metropolitan Churches United
Community Relations Service, U.S. Department of Justice
KEDS, General Assistance Center, Kent State University

METROPOLITAN CONSULTATION ON SCHOOL INTEGRATION IN BUFFALO

Sponsored by the Inter-faith Task Force on Schools: Buffalo Area Metropolitan Ministries

Tuesday, July 13, 1976
Student Center - Canisius College
2001 Main Street, Buffalo, New York

OBJECTIVES FOR THE CONSULTATION:

1. To share information on the Buffalo situation and on the experience of religious communities in other cities
2. To understand the issue of school integration as an appropriate issue for concern of the religious community
3. To develop plans and strategies for the religious community's response to school integration in Buffalo

AGENDA:

Presiding: Dean Elton O. Smith, President, Buffalo Area Metropolitan Ministries, Inc. (BAMM)

9:00 a.m.	Registration
9:30 a.m.	Worship: Most Rev. Edward D. Mead, Bishop Roman Catholic Diocese of Buffalo
9:50 a.m.	Presentation of BAAM: What is it? Interfaith Task Force on Schools: Background and Strategy Rev. Max E. Glenn, Executive Director Buffalo Area Metropolitan Ministries, Inc.
10:05 a.m.	History and up-date on the Buffalo situation and the court case Wade Newhouse, Esq. Professor of Constitutional Law Law School, State University of New York at Buffalo
10:45 a.m.	Coffee
11:00 a.m.	Community Response Panel Rev. Donald C. Armstrong, Moderator United Church of Christ Convenor, BAMM Inter-faith Task Force on Schools
11:45 a.m.	Lunch
12:30 p.m.	Report on Religious Community Involvement in other cities Rev. Thomas Quigley Louisville Interchurch Organization, Kentucky Mr. Joseph Radelet Detroit Conference of Christians and Jews, Michigan
1:15 p.m.	Denominational caucuses to develop plans for implementing strategy
2:30 p.m.	Caucuses report back to plenary session
3:00 p.m.	Caucuses by geographic areas
4:15 p.m.	Geographic caucuses report back to plenary session
4:45 p.m.	Closing Worship Rev. Andrew E. Whitted St. Luke's AME Zion Church
5:00 P.M.	Adjourn

EDUCATION: THE UNFINISHED REVOLUTION A Study on Court-Ordered Busing Designed for Catholic Parishes

August 14, 1976
St. Rita's Catholic Church
1733 Martindale
Indianapolis, Indiana
9:00 a.m. - 4:00 p.m.

Co-Sponsored by:
Black Catholics Concerned
Archdiocesan Coordinator - Indiana Catholic Conference
Indiana Interreligious Commission on Human Equality
Interested Clergy and Lay Persons

PURPOSE:

The Church or Synagogue is a spiritual and moral presence in the community and as such must accept responsibility for the quality of life within the community.

Therefore: This workshop is a special study of court-ordered busing and the responsibility of the Catholic Schools and Congregations to make it a peaceful process within the community.

Information will be presented to enable teams to develop programs geared toward better understanding and peaceful desegregation of the community schools.

The teams will then present their programs to the Congregations for consideration and implementation.

PROGRAM:

8:30 a.m.	Registration
9:00 a.m.	Welcome and Orientation: Shirley Evans
9:20 a.m.	WHAT ARE THE LEGAL ISSUES? Joe Smith, Human Relations Consortium
10:30 a.m.	WHAT ARE THE MORAL ASPECTS? Dr. Joseph Taylor, Dean, School of the Liberal Arts, Indiana University-Purdue University, Indianapolis, and Father Larry Voelker, Archdiocesan Coordinator, Indiana Catholic Conference
12:00 M	Luncheon
1:15 p.m.	Panel: WHAT IS QUALITY EDUCATION: Personal Experiences Patricia Welch: Member, Indianapolis School Board Enid Brodsky: Parent Mike Bridges: Student, John Marshall High School June Murray: Teacher Father John Labauve, Moderator
2:15 p.m.	Resources and Action Plans: WHAT ARE WE GOING TO DO ABOUT THE SITUATION? Thomas J. Weber, Executive Director, Indiana Interreligious Commission on Human Equality

Each section of the program will include discussion time with the presenters and in small groups. The Resources and Action Plans section will be in congregational teams.

3:45 p.m. Commitment Service

COMMUNITY COALITION UTILIZATION OF FEDERAL AID TO NON-PROFIT ORGANIZATIONS UNDER THE EMERGENCY SCHOOL AID ACT (ESAA) FOR A SMOOTH DESEGREGATION TRANSITION

Collected and Compiled by
The National Center for Quality Integrated Education

TABLE OF CONTENTS

Introduction 75

What is ESAA? 75

Grants to Non-Profit Organizations (NPO's) 75

The Proposal 76

Detroit: How a Community Coalition has Utilized ESAA for a Peaceful Transition 77

Technical Assistance 79

Summary 79

Appendices:

I. Obligational Authority for Desegregation Assistance: Fiscal Years 1965-1976 80

II. List of the Regional U.S. Offices of Education 81

INTRODUCTION:

In the early stages, the community group or the coalition of groups working to prepare its citizenry for peaceful implementation of a school desegregation plan often depends on funds from private sources such as foundations, business groups as well as contributions and in-kind services from non-profit organizations. However, under certain conditions, program funds may be sought from the federal government particularly from ESAA (Emergency School Aid Act). This document briefly describes the ESAA program, the general components of an ESAA proposal, and some resources for technical assistance. The ESAA objectives of the Detroit, Michigan's Coalition for Peaceful Integration are included as examples of how a community coalition of non-profit organizations utilized and interpreted the ESAA program. Many positive and helpful programs under ESAA can be developed so that the community can be meaningfully involved in support of school desegregation in the initial transition period.

WHAT IS ESSA?

The purposes of the Emergency School Aid Act (of Title VII of Public Law 92-318) as amended by the Educational Amendments of 1974 (Public Law 93-380) are summarized as follows:

1. To meet the specialized needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools.
2. To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and
3. To aid school children in overcoming the educational disadvantages of minority group isolation.

Administratively, ESAA is found within the U.S. Office of Education, Department of Health, Education and Welfare and directly within the Equal Educational Opportunity Programs of the Bureau of Schools Systems. Under ESAA which is the largest federal program dealing with school desegregation, assistance is available to school systems and certain other organizations. Approximately 230 million dollars a year is appropriated by Congress to ESAA. (See Appendix I for material from the U.S. Office of Education titled, "Obligational Authority for Desegregation Assistance: Fiscal Years 1965-1976.")

The types of assistance available through ESAA and the percentages for each category are as follows:

Basic and pilot grants to school districts	79% of funds
Grants to nonprofit organizations	8% of funds
Bilingual/bicultural programs	4% of funds
Educational television programs	3% of funds
Special and national evaluation programs	6% of funds

GRANTS TO NON-PROFIT ORGANIZATIONS (NPO's):

Any public agency, institution, or organization (other than a local educational agency) or any non-profit private agency, institution or organization may apply for funds under the ESAA program.

Generally, a non-profit organization's eligibility for funds is dependent upon the school district's eligibility. Among the factors which determine the eligibility of the school district are: a court order, a state order, an order from the Depart-

"A Summary of Federal Aid under ESAA as amended by the Educational Amendments of 1974", the U.S. Office of Education, Department of Health, Education, and Welfare.

ment of Health Education and Welfare, or an agreement to implement a desegregation plan on a voluntary basis. The nearest regional U.S. Office of Education is the best source for inquiry in determining eligibility as it does involve certain criteria. (See Appendix II for a list of the U.S. Offices of Education.)

To be eligible, the activities designed by the non-profit organization must support the local educational agency's (school district's) implementation of a desegregation plan or be at the request of the local educational agency to assist in the development of such a plan.

Certain activities are designated as fundable under this category of ESAA. These include:

Community information programs
Home focused programs for children affected by the school district's plan
Innovative interracial educational enrichment activities
Career orientation activities
Preparation of children and parents for desegregation
Cultural enrichment activities
Dropout prevention programs
Interracial social and recreational programs
Supplemental remedial services to students

For more extensive reading and definition, a copy of the Act and the Rules and Regulations which are printed in the FEDERAL REGISTER should be obtained from the nearest regional U.S. Office of Education.

THE PROPOSAL:

Specific application forms and instructions for the ESAA program are provided by the U.S. Office of Education. Study the application and instructions giving special attention to the guidelines as they are important to the shaping of your project. If there are questions of clarification, a letter or visit to the regional office for your district will be helpful.

After study of the forms and requirements, a community organization or coalition must decide whether to initiate the process of applying for the federal funds. The monies for the non-profit category of ESAA are limited for a particular state. They are awarded on a competitive basis and for a one year project period. Also a determination must be made whether funds will be sought by a single applicant agency or on behalf of a community coalition composed of a number of community agencies or groups.

In the actual preparation of the proposal, the major components which should be included and/or considered are:

A. Expression of Need:
What is the problem or need? Supportive facts are important. Included might be materials such as newspaper articles depicting community attitudes on school desegregation, figures defining racial isolation in the schools and "white flight," etc. This section should be a succinct definition which gives evidence that a problem actually exists in the community. It should also include information about the ability of the applicant agency to deal with the problem. It will be necessary that the non-profit group be able to document its involvement in dealing with the problem area.

B. Objectives:
The major objective or objectives should be stated or enumerated in three concise ways:
a) What do we want to do to deal with the needs caused by the problem?
b) What do we expect that the outcome of the action will be?
c) What time frame do we want for carrying out the objective(s)?

C. Results and Benefits:
State or enumerate the anticipated results or benefits you expect from the pro-

gram year.

D. Project Plan:
This section is a narrative of what you are going to do to accomplish your project's objective(s) and how.

E. Time Line:
This should include the time required to carry out all of the projected major activities needed to implement the plan or project. A format would be:

Beginning Date of Activity	Ending Date of Activity	Activity

F. Evaluation:
Each of the major components and activities included in the project's objectives should be evaluated and documented throughout the program year. Are the stated objectives of the project in the process of being accomplished? The process for evaluation and strategies for evaluation should be included in this section.

G. Consultants:
If the use of consultants is necessary for the completion and success of the project, the name of the consultant, title and organization would be included. Oftentimes, the consultant may be budgeted on an in-kind basis (services contributed without a charge.)

H. Advisory Committee:
The general role of the Advisory Committee is to advise the project staff as to the conduct of the project's activities, provide input, and conduct on-going evaluations of the progress of the program. The U.S. Office of Education provides specific instructions as to the composition of the Committee and its function prior to the actual submittal of the proposal. The group should be activated early in the process in order to be able to contribute to the shaping and writing of the project.

I. Geographic Locations:
This normally refers to all of the locations in which the project will take place and it may involve more than one central location in the school district.

J. Staff Qualifications:
General qualifications for each staff position should be listed. A vita of the personnel considered for the staff positions will also be included.

K. Budget:
The budget will represent the cost of the activities which are deemed necessary to carry out the objectives of the project. The Federal guidelines provide master forms for the budget and specific instructions. It is usually requested that for further documentation in this section, a detailed explanation or cost breakdown be attached within the body of the proposal.

DETROIT: HOW A COMMUNITY COALITION HAS UTILIZED ESAA FOR A PEACEFUL TRANSITION:

The Coalition for Peaceful Integration (CPI) in Detroit, Michigan prepared and submitted an application for an ESAA grant for 1975-76. The school district at that time was anticipating a January 1976 implementation of its desegregation plan. Prior to the preparation of the ESAA proposal, the Coalition for Peaceful Integration had for three years depended upon local resources for any activities which they had conducted in the community.

Described within the Coalition's funded ESSA/NPO proposal were two need statements, ranked priority one and priority two, as previously determined by the CPI's Advisory Committee. The first read as follows:

Priority Need One: To develop responsible leadership among students, parents, and school staff so that the implementation of court ordered desegregation will be both effective and peaceful.

In order to address this identified and documented need in Detroit, the Coalition for Peaceful Integration developed the following objective statement for their

ESSA proposal:

Objective Need One: At the conclusion of the project period from July 1, 1975 to June 30, 1976, the Coalition will have established a citizen's network with a trained nucleus of 14 high school constellation teams to involve a minimum of 100 parents, students, community and staff at each school affected by court ordered school desegregation. These citizens will be involved in the development of strategies to affect the quality of educational programs and the non-violent implementation of the court order.

The Coalition for Peaceful Integration further stated within its proposal, specifically how they intended to carry out or implement this objective through a series of well-planned activities. An evaluation strategy to ensure that the activities fell within the goals of the objective was also developed for Need One.

One additional priority need was identified by the Coalition for Peaceful Integration and its Advisory Committee. It read as follows in the proposal:

Priority Need Two: To provide accurate and complete information to the Detroit public regarding court ordered school desegregation so that the implementation of the court order will be both effective and peaceful.

An accompanying problem statement read as follows:

Detroiters do not have a clear understanding of the legal requirements of school desegregation or current knowledge of the Detroit Public School system and rely heavily on media reports that emphasize the opposition, violence and the illogic of school desegregation in Detroit. A recent Market Opinion Research opinion poll found that over half of the Detroiters are making their decisions on busing without up-to-date knowledge on the present racial composition of the Detroit Public Schools. A plurality of adults estimate school proportions are 50% white and 50% black (the actual breakdown is about 72% black, 26% white and 2% other minorities). The survey also revealed that most Detroit residents think the term "desegregation of schools" means busing or mixing of races. The survey made clear that a large group of residents have a confused idea of what "desegregation" means.

This statement was carefully documented within the proposal. The documentation included summaries of electronic media coverage and examples of print media coverage, a copy of the complete survey mentioned in the need statement, and other supportive data.

The CPI and the Advisory Committee developed three objective statements which they felt would aid Detroiters in overcoming the problems described as their number two priority:

Objective One, Need Two: To identify areas of need for the organization of community leadership groups and result in at least 75 additional community groups and an indeterminate number of unaffiliated individuals active in the Coalition's efforts, the Coalition will have made a minimum of 150 contacts to civic and school groups in Detroit affected by a court ordered desegregation plan on the history of the Detroit desegregation case, legal requirements and the effect of desegregation in other communities by the conclusion of the project period, June 30, 1976.

Objective Two, Need Two: The Coalition will positively affect the perceptions of the Detroit public toward school desegregation through the implementation of a news media campaign. The major news media of Detroit will run a minimum of three positive articles per week, per major news media during the project period, July 1, 1975 to June 30, 1976.

Objective Three, Need Two: The Coalition will establish two Response Centers one on the east side of Detroit, and one on the west side of Detroit, to research concerns of citizens regarding the implementation of court ordered school desegregation and counteract rumors, distortions and untruths that will circulate in the community during the early stages of desegregation. Throughout the project year 100% of the inquiries to the Response Center will be followed up.

78

TECHNICAL ASSISTANCE:

Technical assistance for the preparation of the proposal can come from a number of sources. An early visit with local school officials might be helpful. A school system generally has within its administration a community liaison office, federal programs office or an equivalent which might render assistance to the community group. If the local non-profit organization has a cooperative relationship with the school system, then through a request from the school system, technical assistance can be obtained from a Title IV General Assistance Center*, or the state department of education. The General Assistance Center does not receive direct requests for technical assistance from non-profit organizations but rather works through the school system.

The regional U.S. Offices of Education are available for technical assistance to the non-profit organization. The national or regional organization of the non-profit group, if there is one, often is in a position to offer assistance also. In addition, local universities or colleges should be considered as possible resources for assistance.

SUMMARY:

The two needs felt to be most pressing by Detroit's Coalition for Peaceful Integration and its Advisory Committee have relevance beyond their own community. Restated they are:

a) To develop a leadership cadre of citizens which would be able to facilitate a peaceful and effective implementation of Detroit's school desegregation plan.

b) To disseminate factual information to the citizenry of Detroit so as to ensure a community education process in regards to a peaceful transition within the school district.

Many other communities such as Omaha, Nebraska and Louisville, Kentucky, have also felt that these two factors needed to be addressed in their respective cities in order to be able to achieve a peaceful implementation. Utilizing the ESAA program, the community-serving organizations or coalitions have an added flexibility of funds with which to work on these two very important goals.

*See Appendix I for a brief description of the general desegregation assistance center.

APPENDIX I: U.S. Office of Education, Bureau of School Systems, Equal Educational Opportunity Programs

OBLIGATIONAL AUTHORITY FOR DESEGREGATION ASSISTANCE: Fiscal Years 1965-76

Fiscal Year	Title IV*	ESAP**	ESAA***	Total
1965	$8,000,000	-	-	$8,000,000
1966	8,000,000	-	-	8,000,000
1967	8,028,000	-	-	8,028,000
1968	10,000,000	-	-	10,000,000
1969	10,750,000	-	-	10,750,000
1970	19,036,000	-	-	19,036,000
1971	19,218,000	$ 75,000,000	-	94,218,000
1972	19,672,000	75,000,000	-	94,672,000
1973	21,700,000	21,000,000	$227,940,000	270,640,000
1974	1,700,000	-	236,493,000	258,193,000
1975	26,700,000	-	215,000,000	241,700,000
1976	26,700,000	-	215,000,000	241,700,000
TOTAL	$199,500,000	$171,000,000	$894,433,000	$1,264,937,000

* Title IV Civil Rights Act - 1964: Technical assistance awards are made to: (1) general desegregation assistance centers; (2) state educational agencies; (3) local educational agencies; (4) universities for training institutes.

** Emergency School Assistance Program (ESAP): Was to meet the special needs incident to the elimination of racial segregation and discrimination among students and faculty in elementary and secondary schools by contributing to the costs of new or expanded activities -- designed to achieve successful desegregation and the elimination of all forms of discrimination in the schools on the basis of students or faculty being members of a minority group.

*** Emergency School Aid (ESAA): Is to provide financial assistance (1) to meet needs incident to the elimination of minority group segregation and discrimination among faculty and students in elementary and secondary schools; (2) to encourage the voluntary elimination, reduction or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and (3) to aid school children in overcoming the educational disadvantages of minority group isolation.

APPENDIX II: Regional U.S. Offices of Education

ESAA Program Officers are located in each Regional Office of the U.S. Office of Education. Address mail to: Equal Educational Opportunity Programs; Office of Education. The following are the addresses and telephone numbers of the 10 regional offices and the states each serves.

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
JFK Federal Building (617) 223-4555
Boston, Massachusetts 02203

Region II: New Jersey, New York, Puerto Rico, Virgin Islands
26 Federal Plaza (212) 264-4420
New York, New York 10007

Region III: Delaware, Maryland, Pennsylvania, Virginia, Washington, D.C., West Virginia
3535 Market Street (215) 597-1037
Philadelphia, Pennsylvania 19108

Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
50 Seventh Street, N.E. (404) 526-3076

Region V: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
300 South Wacker Drive (312) 353-7200
Chicago, Illinois 60606

Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, Texas
1200 Main Tower Building (214) 729-3671
Dallas, Texas 75202

Region VII: Iowa, Kansas, Missouri, Nebraska
New Federal Office Building (816) 374-5041
601 East 12th Street
Kansas City, Missouri 64106

Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
Federal Regional Office Building (303) 837-4844
19th and Stout Streets
Denver, Colorado 80202

Region IX: Arizona, California, Hawaii, Nevada
50 Fulton Street, Room 359 (415) 556-7750
San Francisco, California 94102

Region X: Alaska, Idaho, Oregon, Washington
Arcade Plaza Building (206) 442-0450
1321 Second Avenue
Seattle, Washington 98101

SELECT ACTIVITIES FOR THE INVOLVEMENT OF THE COMMUNITY IN A PEACEFUL SCHOOL DESEGREGATION PROCESS

Collected and Compiled by:
The National Center for Quality Integrated Education

The following chart is provided for the community or business coalition established to work with the issues of public school desegregation in its respective city. The chart was developed with the actual day of implementation of a school desegregation plan in mind. It is based on a variety of activities developed and undertaken in a number of cities as the community prepared for and anticipated a peaceful transition. The chart is not intended to be all inclusive but can best serve as a starting point for local action planning in the schools and community. Further information as to the particulars of the activities mentioned may be obtained by contacting the community and business coalition chairperson listed at the end of the paper.

ACTIVITY	INITIATOR AND/OR COORDINATOR	PARTICIPANTS
Articles related to school desegregation activities	Community coalitions; agencies; school groups; teacher groups, student groups; business groups, et. al.	School/community populations; print media; local, daily, weekly newspapers; shoppers, ethnic publications, school publications
Media Workshops	School or business groups; police officials and personnel; school personnel	Print media and electronic media: editors, publishers, reporters; TV and radio broadcast personnel, foreign language stations, "soul" stations, FM AM, PBS, UHF, educational TV
Sunday supplements Editorials "Community" columns	Community coalitions; business groups or coalitions; school or teacher groups, city human relations commission, print media, etc.	School/community population
Direct bulk mailing of information Theme presentations "We Can Do It", etc. Flow chart of the plan, who, what, etc. Transportation/safety plans and details Flyers describing desegregation plan details; resources; legal aspects; etc.	Community-serving groups or coalitions; business groups or coalitions; school personnel and groups; teacher groups; city human relations commission; police department; student groups; etc.	School/community population; any school or community group or civic agency serving the public
Bumper stickers or buttons with peaceful slogans	(same as above)	School/community populations (same as above)
Position or endorsement statements in support of peaceful implementation of the plan, etc.	Community-serving groups or coalitions; business groups or coalitions; prominent citizens; school personnel and board members; public officials, etc.	School/community populations; print media; electronics media; community coalitions; business coalitions; school groups and personnel

ACTIVITY	INITIATOR AND/OR COORDINATOR	PARTICIPANTS
Information sharing sessions: Kaffee-Klatches, Town Hall meetings, City-wide conferences, Speaker's Bureau, etc.	Community-serving groups or coalitions; business groups or coalitions; school members; city human relations commission; mental health centers; police departments; local governmental agencies; etc.	School/community populations any school, community group or civic agency serving the public; appropriate spokesperson, public and private officials and prominent citizens
Documentaries, mini-series; public service announcements; panel talk shows with parents, students, teachers, community members (separately or together); call-in talk shows	Community-serving groups or coalitions; business groups or coalitions; school groups or teacher groups; electronic media or print media; city human relations commission; local governmental agencies	Appropriate spokespersons from the school and community who represent issues involved; etc. School/community populations
Public forums, conferences, seminars; student developed and produced programs; poll or opinion gathering programs	Business groups or coalitions; community-serving groups or coalitions; school (student) groups and personnel; electronics media; city agencies, etc.	School/community populations Appropriate spokespersons from the school and community who represent issues involved; etc.
Community neighborhood teams for work with block associations, local parent groups; clubs, etc.	Community-serving groups or coalitions, business groups or coalitions; school personnel	School/community population; parents, students, school personnel; community members; any agency or group serving the public
Bi-racial or multi-racial parent and student councils in effected schools	School personnel and groups; teacher groups; student groups; parent and community groups	School/community populations; parents, teachers, students, other school personnel; community members
Community Information Centers (telephone answering service) Rumor Control Centers	Community-serving groups or coalitions; business coalitions or groups; school personnel and groups; parent groups; police department personnel; human relations commission etc.	Police department; health and fire units; city offices and community offices; appropriate spokesperson for school and community (includes trained volunteers and staff from the school and community); students, etc.
Coordination of information systems of schools, police, city offices, community offices, etc.	(same as above)	Rumor control centers; community information centers, police community relations department; school community relations department; print and electronic media; school/community populations
Daily fact or update sheets and reports	Rumor control centers; community information centers; school community relations department, etc.	(same as above)

ACTIVITY	INITIATOR AND/OR COORDINATOR	PARTICIPANTS
Open schools (week or day); Welcoming committees	School personnel or groups; student groups; parent groups; school board members	School/community populations; parents, students, teachers, school personnel; community members
Development of student discipline code; adequate grievance mechanism for students; recordkeeping mechanism for student issues (discipline problems, suspension rates, grievances filed, etc.)	Student groups; teacher groups; parent groups; school personnel; community groups	Parents, students, teachers, school personnel; community members
Affirmative action/race relations program within school system	School members and personnel; teacher groups; community groups	Total school staff; parents, students
Human relations training; curriculum review; plan implementation orientation and training; procedures for conflict resolution and prevention training	School personnel; teacher groups; parent groups; community groups; student groups; etc.	Total school staff; parents; students; community members; police department officials, etc.
Prayer vigils	Local clergy agency or individual denominations	School/community population
Implementation day activities: (bus rides; hall monitors; safety contingencies; bus stop monitors; neighborhood information and complaint centers; developing communication processes for school, police, parents, churches, etc.	Any school or community-serving group or civic agency serving the public; police and fire departments; school personnel; parents groups, etc.	School/community population

For information on the particular details of any of these activities contact:

Dr. Paul Geisel
Executive Director
Dallas Alliance
1507 Pacific 3rd Floor
Dallas, TX 75202

William H. O'Brien
CoChairperson, PRO-Detroit
2337 Commonwealth Bld.
Detroit, MI 48226

Mrs. Marcia Pitcole
Coalition for Peaceful Integration
18100 Myers, Detroit, MI 48235

Ms. Tommie C. Jones
Conciliation Specialist
U.S. Community Relations Service
New Federal Building - U.S. Courthouse
Dayton, OH 45408

Rev. Tom Quigley
LAIOS
850 South Fourth
Louisville, KY 40203

Kenneth B. Kershaw
NCCJ
423 The Center Bld.
Omaha, NB 68105

Dr. Leonard Stevens
Director, Greater
Cleveland Project
2230 Euclid Avenue
Cleveland, OH 44115

Mrs. Ashton Stoval
QIE Center
4049 Pennsylvania
Kansas City, MO 64111

RELIGIOUS LEADERSHIP AND DETROIT SCHOOL DESEGREGATION

by

Joseph Radelet

As a backdrop for discussion of religious leadership and Detroit school desegregation, we should begin by saying that Detroit's success to date in peacefully implementing the court order did not happen by accident. The success came through long, hard work by many people and organizations in every segment of the Detroit community.

Some examples include: The Coalition for Peaceful Integration which was funded through a Health, Education and Welfare grant and successfully worked to develop community teams supporting peaceful implementation of the court order. PRO Detroit was formed as a coalition for business, political and community leaders and worked especially as a liaison group with the media. The Superintendent's Community Advisory Council on School Desegregation met weekly for the year previous to January, 1976, and was made up of citizens from throughout Detroit. An Office of Desegregation was formed by the School Board to coordinate the school's desegregation preparations. The Community Relations Service, U.S. Department of Justice set up a full time office many months before the January date. Other community organizations such as the Coordinating Council on Human Relations, along with regional and local school committees worked for the peaceful implementation of the court order. Official preparations were made by the school administration, teachers, security guards and police, city governmental departments, businesses and unions.

By the time January, 1976, came there were thousands of volunteers involved in the effort toward peaceful implementation. Volunteers at bus stops, in school halls, at key street corners, in cafeterias, at the Information Centers -- there was one central information center with 40 phones and 8 regional centers with 10 phones each. The court had appointed a Monitoring Commission to give feedback to the court on how the order was being implemented and this Commission was helped by volunteers assigned to local schools.

There were no doubt other reasons, outside these preparations in the community which lead to peaceful implementation: the order was more limited than it might have been (30,000 students were transferred for desegregation purposes; 30,000 more were changed so that Detroit schools would all be uniformly K-5, 6-8, 9-12); white students are in a minority in the Detroit system (25%) and perhaps this was a factor leading to peaceful implementation; the court order was accompanied by "quality education" components which many hope will bring better quality to the Detroit schools through the powers of the court.

These factors may have helped. But without the efforts of Detroiters to understand the court order and to make constructive preparations, there would not have been peace in Detroit in January 1976. It did not happen by accident.

IDEAS FOR PREPARATION

Through these different organizations and in these different volunteer roles, the religious community, along with the rest of the Detroit community used several key ideas or conceptual approaches in preparations:

(1) We had to come to the realization that school desegregation was actually going to happen. This may seem like a simple step, but it is one which some people never really made until January 26th! There had been so many appeals and false

---

Joseph Radelet serves as Associate Director of the Detroit Round Table of the National Conference of Christians and Jews in Detroit, Michigan. This paper is based on his participation during the Detroit desegregation process as an officer of the Coalition for Peaceful Integration and the Detroit Round Table.

alarms and confusion during the years as the case dragged on. A lot of folks felt that busing just was never going to happen in Detroit.

Thus, much of the early work had to do with trying to show people that school desegregation was going to come to Detroit. Only after people realized it was coming, could they begin to PREPARE in positive ways. Some people, however, continued to deny this even when they knew the late -- even when they knew the plan. They felt it could not happen to them. It did.

(2) As more and more people woke up to the fact that school desegregation was near, it was important to take an approach as community leaders which would garner all the forces possible in a positive and fruitful direction. The approach taken may be summarized: support for peaceful implementation of the court order.

Those who supported peaceful implementation included not only those who supported busing but, also, and most importantly, many of those who opposed busing. Many Detroiters who opposed busing, still came out in favor of peaceful implementation of the court order. They basically could say, "I oppose busing, but it's the law now and we are bound to obey laws even if we disagree with them; also, I favor peace because I don't want my children to get hurt." Their argument was an argument from the law, and in terms of preserving the security and safety of the children.

Clergy preached on peaceful implementation and were able to get a far greater result than if they preached in support of busing or even for the need for school desegregation. The question became: Do you want peace or do you want violence? Many of those who chose peace, started to work for it, even if they opposed busing. Many anti-busers became positive workers due to this important approach.

(3) Some clergy found it possible to talk about religious principles such as the guilt (and sin) of segregation. But often such preaching, though true, was not timely in that it did more to unnecessarily alienate people who could possibly, in time, support peaceful implementation.

Religious principles which were more fruitful to discuss were:

(a) Hope: The school system, the city can be the best ever. It's what we make it. It's in our power. Think positive and positive results will follow. Hope and act.

(b) Be a parent: Care for your children (prepare and make the schools safe.) Care for all children; the black and white children need you. Love them. It's not fair to take your anti-busing feelings out on the children. They are the ones who will be hurt if the demonstrations lead to violence.

(c) Involvement and commitment: Don't assume someone else is going to make the necessary preparations.

(d) The truth: Get the truth, the accurate information.

(4) It's important to have diverse support for peaceful implementation, and not have a completely unified front. If all efforts to support peace come under one umbrella, opponents of busing will have an easier target to criticize, and to demonstrate against. There must be communication and cooperation among the pro-peace groups and leaders. But if pro-peace efforts and statements are coming from every segment of the community, and under different auspices, opposing these efforts is much more difficult. With a diverse approach, the community gets the feeling that it is the genuine community direction and "thing to do" rather than the feeling that they are being conned or duped by one group.

(5) Developing channels where people can address their grievances in a lawful manner is very important. No matter how smart the court is, there are going to be (at least) details of the order which need improvement. All the community suggestions cannot be adopted, but it is important that there be that safety valve for appropriate grievance, suggestions and amendments. Otherwise, it all gets pent up with needless frustration.

ACTIVITIES FOR PREPARATION

We have already mentioned some of the activities of religious leaders in preparing for peaceful implementation -- involvement in community groups and volunteer efforts, preaching and counseling. Work was done by individual religious leaders, individual congregations and the individual denominational bodies. In addition, ministerial groups and interreligious groups worked actively such as the Northwest Ministerial Alliance, the Northeast Side Pastors Association, the Interdenominational Ministerial Alliance, the Baptist Pastors Association, the Detroit Council of Churches, and the Detroit Round Table, National Conference of Christians and Jews.

Here are some activities of these religious leaders and groups -- activities which took on a visible, religious character:

(1) Several city-wide conferences on "Pastoral Ministry and School Desegregation" were held during 1975. This title was very carefully chosen by the interreligious planning committee. The emphasis was on ministry. We took time during the conferences to discuss how we proposed to minister to members of our congregations through the process of school desegregation.

Ministry to members who supported busing, as well as to those who opposed it. Ministry to the misinformed; to those who were thinking of moving (giving sound financial advice, for one thing). Ministry to those who were biased, prejudiced or blatantly racist.

Each congregation included these many different needs. The idea was to overcome the isolation of these members in need and to minister to them: to a chance to express their feelings, to think through the implications of what they are saying, to help them towards supporting or even working for peaceful implementation.

(2) Days of Prayer to ask God's guidance through the process of school desegregation. Again, this was a broadly interreligious effort. We chose the first weekend of each month to be the Days of Prayer. The prayer was for God's guidance (something everyone could pray for), and not a prayer that would alienate anti-busers unnecessarily.

We chose to encourage local congregations to have the days of prayer at their own churches, rather than having a mass prayer meeting. This goes along the lines of developing diverse efforts throughout the community to support peaceful implementation.

Prayer often leads to discussion and action. Sometimes people objected to the prayers; this led to discussion about why they felt the way that they did. It was an opportunity for them to be heard. Some churches organized discussion groups; some organized volunteer action groups. Faith often leads to action. The days of prayer bore fruit.

(3) Statements: Statements in support of peaceful implementation were made by religious groups, clergy associations, local churches, and by individual religious leaders. Through development of a statement, a congregation often engaged in much fruitful discussion and came to a clearer understanding of the court order.

Statements especially from the more "conservative" religious leaders are especially helpful. Pro-peace statements during the last week before implementation from those who have been vocal anti-busers can be very helpful.

(4) The Archdiocese of Detroit played a key role. Cardinal John Dearden made several strong statements along the way stating that the Catholic schools would not be used as a haven for those who are trying to escape school desegregation. The Archdiocesan school's office called for and received reports from the Catholic schools about student intake procedures and information about new students. New students were to have a strong commitment to the rpinciples of religious education. If a strong motive in their application to the school was to avoid busing, then they were not to be accepted. School administrators were told that it was not the time to expand numbers of classrooms, classroom sizes, nor numbers of teachers.

It should be said here too that in spite of the strong statements by the Archdiocese, there were some who no doubt left the Detroit Public Schools and entered the parochial schools to avoid busing. Motives are a difficult thing to measure. But without the strong direction provided from the Archdiocese, there would no doubt have

been many more new applicants.

In addition to the Archdiocese carefully monitoring student intakes, they coordinated a very effective clergy and parish education program through their Office of Christian Service. Very well organized meetings were held in different "vicariate" areas -- each vicariate covers about a ten parish area. In the neutral and well-known setting of the parish, informal and informative discussion took place.

(5) Work with the Media: It was our experience that the media often featured clergy activity in the desegregation efforts since the clergy are visible, representative and trusted. Some reporters, experienced in covering school desegregation, looked to the clergy for the moral leadership the reporters had seen to be effective in other cities.

Interreligious panels of three or four well-known religious leaders in town were effective in anncuncing through the media the Days of Prayer and their support for peaceful implementation.

Some religious groups helped in efforts to work with the media. Often reporters simply did not understand what desegregation was all about. One reporter asked a friend of mine where Judge Roth lived fully a year after Judge Roth had died. Also, representatives of the media generally needed to be schooled in the broad aspects of the situation. A desegregation story is not just a demonstration, or an anti-busing rally. It can be stories on factual information -- how many students are going where. It can be personal stories about black and white children who are already benefiting from integrated education in the city. Or it can be numerous stories about preparations.

If a particular radio station gave full coverage to the anti-busing forces and no coverage to positive activities, citizens often religious leaders whould call these radio stations and give them some ideas on positive stories. If fifteen people got on TV because they had a demonstration, people called the TV station and asked for coverage of the 150 people meeting on the other side of town to develop plans to have a welcoming party at their school for the new students.

This was not "gagging" the media. It was rather a recognition that news stories tend to focus on the negative or the sensational, and the media often needs help in covering the whole picture. PRO Detroit* deserves special credit for the work they did with the media along these lines.

(6) The Chaplain's Corp of the Detroit Police Department developed plans to respond to crisis areas. They met with police and police-community groups. They also had a unique opportunity to talk with police as people. Since passive resistance from policemen in certain cities has been most harmful in school desegregation situations the more personal discussion with police, the better things were. When it came down to the day of desegregation, the organization and preparedness of the police was excellent. Those who opposed busing, came to support peaceful implementation since it was clearly seen as a law and order issue.

(7) Interparish sharing was urged, bringing together the parents of the black and white children who would soon be attending school together. A "black church" would pair up with a "white church" and organize get-togethers for the parents in their congregations. These efforts were especially encouraged by the Northwest Ministerial Alliance and the Northeast Side Pastors Association, as well as the Detroit Round Table.

(8) Churches were to "adopt a local school." A local church would then become totally involved in the life of that local school by providing volunteer help, offering church facilities, helping the PTA, etc.

(9) The volunteer help of clergy was especially effective because it is visible. Whether at a bus stop, in the school hall or cafeteria, or wherever, the clergy provided a securing influence.

A clergyman, whether white or black, is someone that both whites and blacks eas-

*People and Responsible Organizations for Detroit

ily relate to. They might not like or agree with what the clergyman stands for, but they do have a feeling of knowledge about him. And this knowledge is securing even if the clergyman himself does not feel so secure in his volunteer setting. In addition to being visible and securing, the clergyman's presence is [illegible]. People feel they can talk to a minister or priest. Obviously, it was [illegible] that clergymen had a special duty to volunteer in visible ways.

(10) After school desegregation began, and since it went peaceably on the whole, there was a tendency to let down. We have been working hard against this tendency because the work is still largely ahead of us. Clergy have developed along with others, plans to respond to individual schools which are having problems. There is a continuing need to make the new students feel WELCOME in any way possible. There is the need to involve the parents of the new students in the life of the new school. Religious leaders have come to schools which were having difficulty and acted as hall monitors or talked with student groups and classes about school spirit, welcoming new students, race relations in general, and making the school a better place than it ever was. There is an on-going need to do work in schools to <u>prevent</u> crises from developing. Clergy are helping in these efforts.

ONWARD TO QUALITY EDUCATION

Many of the needs of the schools and the community remain even after the success we have experienced here in Detroit in peacefully implementing the court order. The demands for creating a better quality of education await our efforts. The plan implemented here in Detroit is still under appeal; desegregation involving suburban school districts is possible in the future.

Religious leaders are in a position to continue in efforts to help the schools, and the coming months and years will tell whether we will be successful. Our efforts are related to the welfare of central cities in general and whether religious organizations can exert the needed pressure to rebuild instead of discard. The segregation remains with us in most schools throughout metropolitan Detroit, and even in our churches themselves.

We as Detroit religious leaders have helped in the past; we have much to do in the future. We need to bring out the positives about Detroit and Detroit's schools. We need to work to make the schools so attractive that people will want to bring their children to these schools. We need to bring out the fact that it is a definite plus to have blacks, whites, Latinos, Indians in the same school and classroom. They learn from one another the most important things in life. And learning from each other is what desegregation is all about.

METROPOLITAN CHURCHES UNITED AND SCHOOL DESEGREGATION: Dayton, Ohio
1975-1976 Report*

On September 2, 1976, in accordance with a court-ordered Desegregation Plan, the Dayton Public Schools opened peacefully and experienced the smoothest school beginning in recent history.

Ben Holman, Director, Community Relations Service, U.S. Department of Justice, in speaking of the Dayton experience was quoted in the October 26, 1976 issue of the Journal Herald as saying, "What you did here was the most significant and relevant example of peaceful school desegregation in the Nation."

How did it happen? Why in Dayton and not in other cities? The concensus is that even though there may never be a conclusive answer the cooperative effort of the entire community in striving for peaceful implementation was an important factor in the process.

A report, Desegregation of the Nation's Public Schools, issued by the U.S. Commission on Civil Rights, an independent, bi-partisan fact finding agency, after a ten month national study of school desegregation, stressed the importance of local involvement in planning for desegregation. Among other things it stated: "Desegregation, in the cities where it was successful, did not happen by chance." "The most important ingredient in the desegregation process was leadership - leadership that supported the constitutional imperative for desegregation." It indicated that where positive leadership was exercised, "desegregation was more likely to be achieved with minimal difficulty. Where leadership was lacking, confusion, anxiety and disruption was far more likely the result."

This report on Dayton will discuss the various roles in which the religious community provided leadership in the successful implementation of the school desegregation process.

Why is the religious community so concerned with public education and why did it become involved with such an emotional issue as "desegregation?"

Historically, both in Europe and the United States, religious communities have had a vital interest in education. Educational institutions were almost always created and operated by the religious community. Our Judeo-Christian beliefs and traditions have always placed a strong emphasis upon the dignity and worth of every individual. Created in the image of God, every person has a fundamental worth in the eyes of the Creator and therefore should be treated with respect and dignity. The Judeo-Christian traditions draw from this a commitment to equal educational opportunity for each individual and the maximum development of each person's capabilities.

Since 1970, Metropolitan Churches United has been active in studying and supporting educational issues. Some of the major actions include:

1) 1971: Supported the Dayton Board of Education plan to desegregate the teaching and administrative staff
2) 1972: Supported the graduated state income tax that provided more funds for education
3) 1973: Developed a questionnaire and published the views of all school board candidates on ten educational issues to enable voters to be better informed for the 1973 Dayton School Board elections
4) 1974: Called on the Dayton Board of Education to open the desegregation planning process to community participation
5) 1975: Sponsored a Seminar to inform clergy about the history of Dayton school segregation policies and practices, the constitutional basis and court rulings on equal educational opportunity, the moral issues involved and how religious leaders

*This report was prepared by Mr. Nicholas E. Davis, Staff Assistant for School Desegregation of the Metropolitan Churches United in Dayton, Ohio. The Executive Director of the interchurch agency is Rev. Robert E. Kolze.

in Indianapolis, Indiana, responded positively to school desegregation.

6) Continued on-going study and maintained linkages with religious groups in other communities involved with the desegregation process.

On September 19, 1975, the Board of Directors authorized the formation of an Interfaith Task Force on School Desegregation. This action was taken [illegible] before the tragic assassination of Dr. Charles Glatt, the U.S. Federal Court appointed expert witness to design the desegregation plan. The Task Force was organized in December 1975 and included 29 members representing 17 religious organizations. Metropolitan Churches United, speaking to and working with the churches and community through the Interfaith Task Force on School Desegregation, adopted the following goals on March 8, 1976:

A) The Interfaith Task Force on School Desegregation shall work toward the prevention of violence as the desegregation plan is implemented.

B) The Interfaith Task Force on School Desegregation shall assist in the building of a community-wide coalition committee to peaceful change.

C) The Interfaith Task Force on School Desegregation shall enlist the religious community in maintaining peace.

D) The Interfaith Task Force on School Desegregation shall equip lay persons and clergy to speak and act knowledgeably and effectively in relation to both the moral issues and the practical dimensions of the desegregation plan.

The Interfaith Task Force and Metropolitan Churches United staff performed a number of different tasks and participated with many groups and individuals, locally and nationally, in developing strategies to accomplish the above goals. Some of the tasks included:

Planning and directing meetings and seminars
Interpreting and communicating information
Recommending and evaluating courses of action
Providing linkages between divergent groups
Identifying resources
Recruiting volunteers and providing training

The activities of the Interfaith Task Force involvement has been combined into five categories:

(1) Seminar on School Desegregation: March 27, 1976
(2) Citizens Coalition for Peaceful Desegregation, Mayor James H. McGee, Chairperson
(3) Ministerial Associations, Ad Hoc Coalition Events
(4) Resource and Communication Linkages
(5) Volunteers Enlistment and Training

(1) THE SEMINAR ON PEACEFUL DESEGREGATION March 27, 1976

The Seminar, sponsored by the Task Force, stands out as having had the earliest and possibly the greatest single impact for peacefully implementing the Dayton school desegregation plan. The Seminar was able to inform and sensitize religious and other community leaders to what the needs would be.

The Seminar was designed for clergy and lay persons from congregations, denominations and other religious bodies and a broad range of elected officials and leaders of community organizations in the Dayton metropolitan area. Approximately 250 people attended.

The objectives of the Seminar were to provide:

Factual information regarding the status of the Dayton Public School desegregation plan
Techniques other communities utilized in preparing for peaceful

implementation

Opportunities for community involvement in the peaceful implementation of the Dayton plan as ordered by the Federal District Court

There were a number of significant items that came out of the Seminar. The message that was brought to Dayton by Detroit School Superintendent Arthur Jefferson and others was that the entire community leadership had to be dedicated to peaceful implementation and that it was not possible for anyone to tell Dayton what to do and how to do it. The Dayton community had to identify its own resources and had to get them activated.

The Seminar timing was important. Three days before the Seminar, the details of the Dayton desegregation plan and order were released and this was the first effort to stress community involvement in support of the Dayton school administration in implementing the plan. The Seminar focused on the preparation for peaceful desegregation and stressed the positive steps that were successful in Detroit rather than dwelling on what did not succeed or what should have been done in cities like Louisville or Boston.

During the workshop sessions, an Interfaith Affirmation, which was written by the Interfaith Task Force, was introduced and strategy for utilizing it was presented. The strategy was to take the statement to the congregations and many various religious groups for discussion and signatures. The statement, which said in part, "... Pledge ourselves and call upon others to pledge themselves to pursue and support peaceful measures..." was a very effective instrument for bringing the school desegregation concern before a congregation or a group, and directing the discussion toward peace and concern for children.

A press conference was held on June 10, 1976, at the Otterbein United Methodist Church where representatives from the 50 religious groups, who had affirmed the statement, had a symbolic signing of the statement. Mr. John Maxwell, Superintendent of the Dayton Schools was present and received the Interfaith Affirmation Statement and a list of the signers and expressed thanks for the religious community support. The final step of the strategy was to purchase a half page ad in the August 30, Dayton Daily News, the August 31, Dayton Journal Herald, and the September 1, Dayton Black Press. The ad listed the 101 organizations who had signed the statement by that time. The ad was underwritten with contributions from those who signed.

One other significant feature of the Seminar was an opportunity for the participants to meet in a workshop atmosphere by neighborhood areas. The workshop enabled participants living in the same area to become acquainted and to be able to identify area resources, positive and negative influences, other groups or individuals who should be involved and neighborhood goals and follow-up tasks. The individuals identified and the information developed during the workshop eventually became an integral part of the Citizens Coalition for Peaceful Desegregation.

(2) CITIZENS COALITION FOR PEACEFUL DESEGREGATION

The religious community was involved in a number of significant events toward the formation of a city-wide coalition announced and chaired by Mayor James H. McGee on July 27, 1976. At a seminar in July 1975, Dr. Charles Glatt had shared with the Dayton religious community, a model of a coalition that had been successful in a number of other communities. Likewise, the participants at the March 27th seminar meeting by neighborhood areas, during the workshop, explored the potential for forming neighborhood coalitions as previously outlined by Dr. Glatt. These groups subsequently proceeded to form ad hoc coalitions in the Southeast, Northwest, FROC, Inner West and Southwest areas and became very active participants with the Citizens Coalition. The final planning event that was effective in organizing the coalition was "A Consultation on School Desegregation: Roles of Community Organizations and Agencies" held on April 28, 1976.

Metropolitan Churches United was the initiator and co-sponsor of the consulta-

tion. The participants included many community and business leaders of various groups active at that time in the implementation process. Mr. Don Shire, Director of the National Center for Quality Integrated Education, Washington, D.C., was the main speaker. The participants formed a Steering Committee to identify other groups and resources who, together with the active ad hoc groups, formed the "Citizens Coalition for Peaceful Desegregation."

Mayor James H. McGee appealed to the Dayton community for peaceful implementation of the school desegregation plan and committed the Citizens Coalition to achieving that goal. The Citizens Coalition consisted of seven neighborhood coalitions corresponding to the model cities Priority Board areas with Priority Board chairpersons serving as a steering committee.

A staff team, including the staff from Metropolitan Churches United, met weekly during the summer to develop plans, share information, coordinate approaches, develop new ideas and keep the lines of communication open between the various citizen groups, active in the implementation process, and the school administration. The members were involved in the following projects:

(1) Planned and publicized neighborhood meetings involving several paired and clustered school situations.

(2) Publicized and encouraged participation in the school open houses.

(3) Recruited bus stop assistants.

(4) Supplied resources for printing DAYTON CARES FOR KIDS posters and bumper stickers.

(5) DAYTON CARES FOR KIDS art work displayed on RTA buses and 10 billboards.

(6) Organized and coordinated youth-serving agencies to assist in peaceful implementation.

(3) MINISTERIAL ASSOCIATIONS, AD HOC COALITION EVENTS

A very important segment of the religious community that is ecumenical in nature and working within a neighborhood area is the Ministerial Association. The seven Dayton neighborhood associations normally are concerned with neighborhood problems and furthering cooperative efforts between the churches within the neighborhood. Early in the spring of 1976, soon after the School Desegregation Plan was announced, an ad hoc group of representatives from seven Ministerial Associations were organized to deal with the individual church involvement with peaceful implementation. They developed a number of proposals that helped the congregations deal with peaceful implementation. This planning group's work was a part of the Interfaith Task Force's efforts.

An all day seminar was conducted by the Pastoral Counseling Center of Dayton on June 29 to better equip clergy to counsel with parents, students, teachers, administrators, principals, members of their congregations and others who faced court ordered school desegregation with anxiety, fear, anger and hostility.

The ad hoc group also developed an Ecumenical Prayer for Peace that was printed on billfold sized cards and distributed to the churches, suggesting the prayer be used at every Sunday worship service but especially during the first and last Sundays in August. The ad hoc group encouraged associations to hold a 24 hour prayer vigil on September 1st, the day before school started. Four of the Associations observed a 24 hour prayer vigil or had a community service. The vigils were very successful in that they focused attention on peace and care for kids as the schools were preparing to open. The newspapers and television, both local and national, also stressed peace by highlighting the vigils in their coverage.

(4) RESOURCE AND COMMUNICATION LINKAGES

Another role that was important to the success of preparation for an implementation process was keeping lines of communication open by cooperating and working with the various groups involved throughout the city. A linkage was maintained with the

following groups by either being on a committee, providing a resource, or working together on a project:

(1) Dayton Citizens Advisory Board (appointed by Judge Rubin)
(2) Roman Catholic Committee on School Desegregation (also on Task Force)
(3) Community Relations Service, U.S. Department of Justice
(4) Ombudsman Office
(5) Dayton Human Relations Council
(6) Dayton Police Department
(7) Communications Media
(8) Dayton School Administration
(9) City Manager's Office
(10) Dayton Area Champer of Commerce

It was important also to be aware of what was happening in other cities by other groups involved in the desegregation process; therefore, the staff participated in seminars, workshops or consultations in Washington, D.C.; Kansas City, Missouri; Cincinnati and Columbus, Ohio; Houston, Texas; and Louisville, Kentucky.

M.C.U. staff played a facilitating role by helping a group of ministers from Dunbar High School area meet with a corresponding group from Belmont High School area and form the Belmont-Dunbar Ministerial Association consisting of approximately 45 ministers. The group made possible important dialogue and planned open houses for the two paired schools, encouraged and secured attendance at the open houses and provided a positive presence and support during the first week of school.

Staff assistance was provided for two local congregations who sponsored a four week day camp for the students from the paired elementary schools -- Huffman and Jackson.

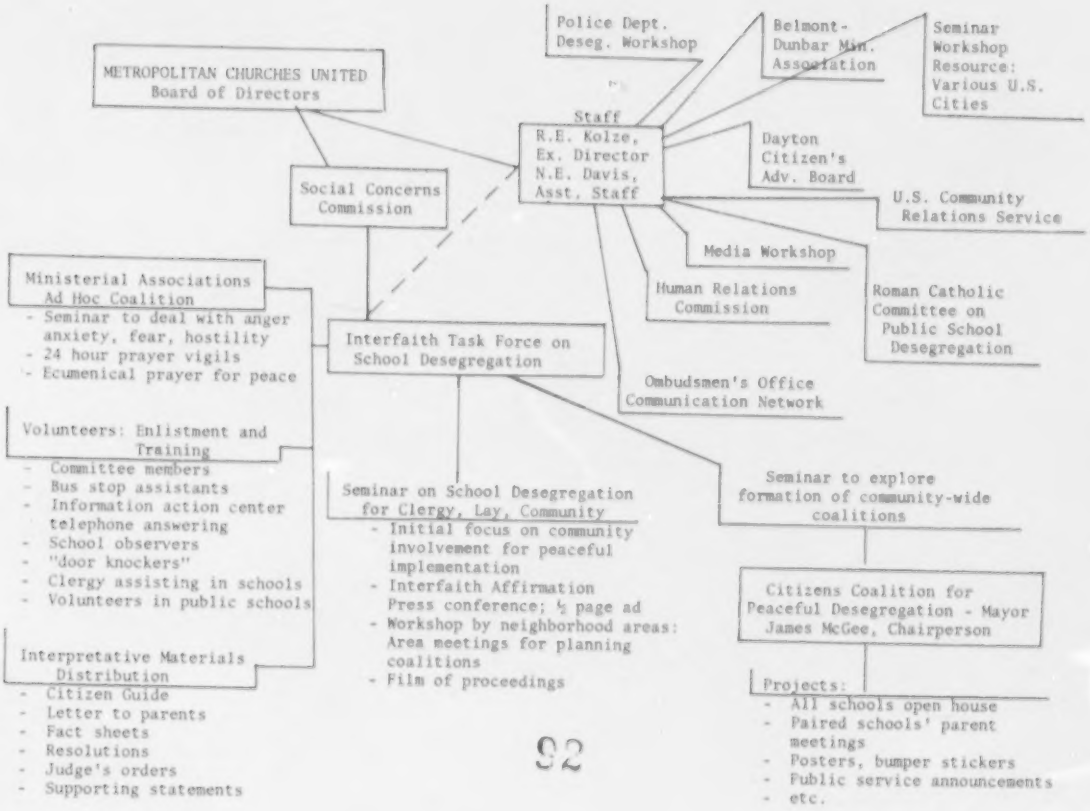
(5) VOLUNTEERS ENLISTMENT AND TRAINING

For a project as complex as implementing a desegregation plan, a large number of volunteers were required for a variety of roles. A very important role of the religious community was to identify volunteers and also provide training when it was needed. The following represents some of the types of volunteers utilized during the implementation process and recruited from the religious community through the Interfaith Task Force:

Committee members
Bus stop assistants
Information action center telephone answering
School observers
Door knockers
Clergy assisting in schools

The Interfaith Task Force has reformulated its goals for 1977 and in a variety of ways will be addressing unfinished tasks and opportunities for continuing service.

For more information contact: Rev. Robert E. Kolze, Executive Director, Metropolitan Churches United, P.O.Box 3, Dayton, Ohio 45402.


METROPOLITAN CHURCHES UNITED
Board of Directors
Social Concerns Commission
Staff
R.E. Kolze, Ex. Director
N.E. Davis, Asst. Staff
Police Dept. Deseg. Workshop
Belmont-Dunbar Min. Association
Seminar Workshop Resource: Various U.S. Cities
Dayton Citizen's Adv. Board
U.S. Community Relations Service
Media Workshop
Human Relations Commission
Roman Catholic Committee on Public School Desegregation
Ombudsmen's Office Communication Network
Ministerial Associations Ad Hoc Coalition
- Seminar to deal with anger anxiety, fear, hostility
- 24 hour prayer vigils
- Ecumenical prayer for peace
Interfaith Task Force on School Desegregation
Volunteers: Enlistment and Training
- Committee members
- Bus stop assistants
- Information action center telephone answering
- School observers
- "door knockers"
- Clergy assisting in schools
- Volunteers in public schools
Interpretative Materials Distribution
- Citizen Guide
- Letter to parents
- Fact sheets
- Resolutions
- Judge's orders
- Supporting statements
Seminar on School Desegregation for Clergy, Lay, Community
- Initial focus on community involvement for peaceful implementation
- Interfaith Affirmation Press conference; ½ page ad
- Workshop by neighborhood areas: Area meetings for planning coalitions
- Film of proceedings
Seminar to explore formation of community-wide coalitions
Citizens Coalition for Peaceful Desegregation - Mayor James McGee, Chairperson
Projects:
- All schools open house
- Paired schools' parent meetings
- Posters, bumper stickers
- Public service announcements
- etc.

ADDITIONAL SELECTED RESOURCES

TABLE OF CONTENTS

Preparation of the Community for a Peaceful Transition 101
Selected General Resources 101
Selected Community Group Involvement Resources 101
How the Community Can Look at the Desegregation/Integration of Its Public Schools 102

The Community's Role in Protecting the Civil and Human Rights of Students, Parents and Educators in the School Desegregation Process 103
Selected General Resources 103
Student Rights and Responsibilities 104
Testing and Tracking 104
A Selected Human Relations Resource 104
Other Related Resources 104

Selected Bibliographical Resources 105

Selected Funding Sources for Community Organizations 106
Federal Sources 106
Some State Sources 106

Selected Federal Agencies Related to School Desegregation 106

Selected National Non-Profit Organization Resources 106

PREPARATION OF THE COMMUNITY FOR A PEACEFUL TRANSITION:

Selected General Resources:

Citizen's Council for Ohio Schools. Citizen Guide to Desegregation. Cleveland, Ohio: The Council, February, 1976. 45 pages.
"This collection of papers and case studies is intended for use by organizations and individuals who wish to understand issues surrounding desegregation of the public schools in the United States. The focus of these papers is not on whether schools ought to desegregate. The emphasis instead is on what citizens should know in order to plan for either court ordered or voluntary desegregation." (Preface)

Leadership Conference on Civil Rights. "Busing: They Say Yes." Washington, D.C.: the Leadership Conference, 1972. (pamphlet)
This pamphlet shares statements "which support busing to desegregate schools and to improve the quality of education." The statements "span a wide spectrum of individuals and organizations." (Introduction)

McKay, Robert B. "Court, Congress, and School Desegregation." Speech given at the U.S. Commission on Civil Rights Consultation, "School Desegregation: The Courts and Suburban Migration." Washington, D.C.: U.S. Commission on Civil Rights, December 8, 1975. 37 pages.
In this presentation Dr. McKay assessed the constitutionality of past and present anti-busing efforts by reviewing both the existing statutes and the case law (p.4). It provides a good historical overview.

U.S. Commission on Civil Rights. Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools. Washington, D.C.: U.S. Commission on Civil Rights, August, 1974. 163 pages.
This report is the result of a 10-month national study of school desegregation. The conclusion was "desegregation works." It also reports that "leadership" is perhaps the most important ingredient in a successful school desegregation process.

Selected Community Group Involvement Resources

AFL-CIO. "Simple Justice: Quality Education for all Children." Washington, D.C.: AFL-CIO, May 1976. (pamphlet)
This pamphlet reaffirms AFL-CIO commitment to "quality education and equal access to that quality education by every American child, regardless of race, color or creed." It is based on remarks delivered by AFL-CIO President George Meany on May 19, 1976 at a Washington, D.C. conference on "Desegregation Without Turmoil." (Introduction)

Davis, Nicholas E. "Metropolitan Churches United and School Desegregation." Dayton, Ohio: Metropolitan Churches United, Fall, 1976. (mimeo paper)
This paper is based upon the school desegregation involvement experiences of Dayton's Metropolitan Churches United. It outlines the activities and roles undertaken by the clergy in preparing for a September, 1976, school desegregation plan implementation.

Gearhart, Donald; Martinez, Rene; and O'Brien, William. "The Role of the Business Community in Preparing for Peaceful Implementation of School Desegregation Plans." Workshop presentations at a national conference on "Desegregation Without Turmoil." Washington, D.C.: U.S. Community Relations Service, May 19, 1976. (mimeo paper)

This paper is based on the experiences of three cities, Detroit, Omaha, and Dallas, as presented by representatives of business-related coalitions active in the respective cities.

National Council of Churches, Division of Education and Ministry. School Desegregation: Community Preparation and the Role of the Churches. New York City: NCCC, February, 1977. 43 pages.

The study booklet has been developed as a result of a series of ecumenical consultations on "School Desegregation: Community Preparation and the Role of the Churches." It contains three background essays: a theological rationale for church involvement, the issue of racism in desegregation efforts, the Constitutional issues involved. The booklet also contains a summary digest of key issues and strategies in desegregation emerging from the Consultations, and a selected annotated bibliography.

National Education Association. School Desegregation Guidelines for Local and State Education Associations. Washington, D.C.: the Association, February, 1974. 26 pages.

The booklet delineates "a number of general principles which would be appropriate for education associations to urge upon all school districts facing desegregation. Specific principles are suggested regarding school governance, assignment of education personnel, student rights, and the instructional program." (p. 10) It also discusses "the principles applicable to desegregation of metropolitan or multiple school districts and upon the court." (p. 10)

Radelet, Joseph. "Religious Leadership and Detroit School Desegregation." Detroit: Detroit Round Table, National Conference of Christians and Jews, Spring, 1976. (mimeo paper)

The role and activities of religious leadership in Detroit is examined by Mr. Radelet in this paper. It highlights the clergy's on-going involvement in the successful school desegregation efforts of the Detroit Public Schools.

How the Community Can Look at the Desegregation/Integration of its Public Schools: Selected Resources

Forehand, Garlie A., and Rogosta, Marjorie. "A Handbook for Integrated Schools." U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.: U.S. Government Printing Office: 1976. 88 pages.

This booklet prepared under a Department of Health, Education and Welfare contract to the Educational Testing Service of Princeton, New Jersey, emphasizes how schools can be more successful in achieving integration. The aim of the study was to find out as much as possible about school conditions under which the benefits in integrated education are maximized.

National Conference of Christians and Jews. "Reports of Conference Discussion Groups and Resolutions." Recommendations at a national conference on "Quality Integrated Education." New York: NCCJ, November, 1972. 31 pages.

This is the report of the "National Conference on Quality Integrated Education" held in New York City in 1972. Twelve discussion groups which identified a variety of issues related to quality, integrated education developed specific recommendations and/or guidelines for change in the achievement of that goal. The report offers a variety of definitions of quality, integrated education.

Stevens, Leonard B., and Hunter, Frances. "A Checklist for Assessing School Desegregation Plans." Cleveland, Ohio: the Greater Cleveland Project, February, 1976. (mimeo paper)

The document is intended as a guide for assessing the comprehensiveness and thus the potential for long-term success of any proposed school desegregation plan. This document is intended to be of use to parents and other concerned citizens, and those with an official interest in school desegregation as well.

U.S. Community Relations Service, and National Center for Quality Integrated Education. Desegregation Without Turmoil: The Community's Role in Preparing for a Smooth Transition. New York City: the National Conference of Christians and Jews, May 1976.

This experience guide is based upon a national conference held in Washington, D.C. which was sponsored by the National Center for Quality Integrated Education and the U.S. Community Relations Service. It addresses the community coalition and the role of the community in the school desegregation process in preparation for a smooth transition.

U.S. Office of Education, and Council of Chief State School Officers. "Take a Giant Step: Recommendations of a National Conference on Successful Desegregation." Washington, D.C.: National School Public Relations Association, December, 1976. 20 pages.

These are the recommendations of a national conference held in Denver, Colorado, December 2-4, 1976. "The purpose of the conference was to bring together school leaders - both lay and professional - who had experienced desegregation at the school building, school district, or state level. Their discussions about ideas that work are meant to encourage leadership in desegregation in communities and states where desegregation has an unfinished agenda." (frontispiece)

THE COMMUNITY'S ROLE IN PROTECTING THE CIVIL AND HUMAN RIGHTS OF STUDENTS, PARENTS AND EDUCATORS IN THE SCHOOL DESEGREGATION PROCESS:

Selected General Resources

Alabama Council on Human Relations, American Friends Service Committee, Delta Ministry of the National Council of Churches, and others. It's Not Over in the South: School Desegregation in Forty-Three Southern Cities Eighteen Years After Brown. Washington, D.C.: Washington Research Project, May, 1972. 130 pages.

"Six private organizations with a long history of activity in the Southern school desegregation movement initiated a project to monitor the desegregation process of 43 school districts in the Urban South. This report is a result of that project." (Foreward)

Children's Defense Fund of the Washington Research Project, Inc. Children Out of School in America. Cambridge, MA: CDF, October, 1974. 366 pages.

It is the first in a series of reports on the conditions of children which CDF feels need urgent "recognition and correction." It was stated in this report that "according to our (CDF) analysis of 1970 U.S. Bureau of the Census data on non-enrollment, nearly two million children, 7-17 years of age, were not enrolled in school. Over one million were between 7 and 15 years of age. More than three-quarters of a million were between the ages of 7 and 13." (p. 1) The report contends that this figure does not include the "functionally" or "partially" excluded child. (p. 2) The book offers extensive documentation to these statements.

School Suspensions: Are They Helping Children? Cambridge, Massachusetts: CDF, September, 1975. 257 pages.

This second in a series of reports offers new ways to think about school sus-

pensions: "How we use it, why we use it, and what it means to children." The document offers: "School administrators are more likely to suspend children who are in secondary schools, are black, male and poor." (p. 60) In conclusion, the report offers some current alternatives including student ombudsmen; peer group counseling; in-school centers; teacher training; the walk-in school; and others.

Student Rights and Responsibilities: Selected Resources

Cary Eve. What Every Teacher Should Know About Student Rights. Washington, D.C.: National Education Association, 1975. 44 pages.

The document is designed to help classroom teachers better understand student rights in light of recent court decisions (Goss v. Lopez, Wood v. Strickland). It discusses the issues of due process, in loco parentis, marriage, corporal punishment, grades and diplomas, punishment for off-campus activity, law enforcement, discrimination, school records, and freedom of expression. It also includes an extensive bibliography of related resources.

Robert F. Kennedy Memorial. Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights. Washington, D.C.: the Memorial, February 28, 1975. 20 pages.

The booklet provides "students, parents and community groups with an understanding of what recent Supreme Court decisions do and do not hold, as well as information on how to use the decisions." A summary of recently enacted federal legislation on school records is also included.

Testing and Tracking: Selected Resources

Inequality in Education. "High School Tracking." Inequality in Education 12: July, 1972. pp. 28-29.

This brief article offers an excellent overview of the phenomena labelled as "tracking" and its uses and misuses.

National Education Association. Violation of Human and Civil Rights: Tests and Use of Tests. Washington, D.C.: the Association, February, 1972. 33 pages.

This report of the 10th National Conference on Civil and Human Rights examines "the issues relating to the use of standardized tests and their effects upon educational opportunities." (p. 4)

A Selected Human Relations Resource

Bosma, Dr. Boyd R., and Jones, Earl. Desegregation In-Service Training: A Resource Packet for Education Association Leaders Washington, D.C.: the Association, 1976. 114 pages.

The document "is designed to help state and local leaders prepare teachers for the implementation of desegregation orders and attempts to do three things: (1) meet the perceived needs of teachers who have experienced desegregation, (2) enhance teacher understanding of the legal and technical aspects of desegregation, and (3) improve the teacher's attitudes toward cultural pluralism and humaneness in education." (Forward)

Other Related Resources

ASPIRA of America. Proceedings of the ASPIRA National Bilingual Education Think Tank,

a national conference held March 25-27, 1973. New York City: ASPIRA, Inc. 1973.

The proceedings reflect the thinking of the 25-30 educators and representatives from the fields of sociology, psychology, law and social work in their assessment of the progress and prospects of bilingual education in the United States with emphasis on the major Spanish-speaking communities in the Nation: Puerto Rican, Chicanos, and Cubanos.

Gonzales, Josue M. "Coming of Age in Bilingual/Bicultural Education: A Historical Perspective." Inequality in Education no. 19:75, February, 1975. pp. 5-17.

This brief article prepared in the Center for Law and Education's Inequality in Education gives the reader a good history of bilingual/bicultural education in the United States. It also describes the five different types of programs presently in existence.

National Education Association. Ethnic Heritage Studies Program: Assessment of the First Year. Washington, D.C.: the Association, 1977. 83 pages.

The document which was developed under a grant from the Title IX ESEA Ethnic Heritage Studies Program of the Office of Education gives an overview of the first year of that program. Further, it provides observations of what has been learned in the first year and makes recommendations from task force members and advisory council members in regards to the program.

Report of a National Bilingual/Bicultural Institute: A Relook at Tuscon '66 and Beyond. Washington, D.C.: the Association, November, 1973. 51 pages.

This conference was sponsored by the National Education Association and the National Education Task Force de la Raza and asks the question: "A Right or Privilege?" In it are the history and recommendations for state and national legislative action, administrative, association, court and community action.

U.S. Commission on Civil Rights. Statement on Metropolitan School Desegregation. Washington, D.C.: the Commission, February, 1977, 110 pages.

The "focus of the report has been on the situation of minority children in the public schools of the largest cities of this nation." (p. 2) The document offers: "Children in metropolitan areas remain in racially isolated schools and housing because of policies of racial containment, policies to which government has contributed greatly." (pp. 113-114).

U.S. Department of Health, Education and Welfare: The National Institute of Education. Education, Social Science and the Judicial Process. Washington, D.C.: NIE, June 1976. 88 pages.

This document is the result of an international symposium on "Education, Social Science and the Judicial Process" held in Washington, D.C., February 17-18, 1976. The symposium was convened "to explore the dimensions and implications of the increasing role of the courts in the formulation of educational policy." (Preface)

OTHER SELECTED BIBLIOGRAPHICAL RESOURCES:

National Council of Churches, Division of Education and Ministry. School Desegregation: Community Preparation and the Role of the Churches. New York City: NCCC, February, 1977. 43 pages.

This booklet contains an annotated bibliography on desegregation research prepared by Meyer Weinberg. (For a fuller description of the document see PREPARATION OF THE COMMUNITY FOR A PEACEFUL TRANSITION: Selected Community Group Involvement Resources.)

University of Pittsburgh, General Assistance Center on School Desegregation Conflict. Annotated Bibliography on Desegregation: Plans, Methods and Procedures. Pittsburgh, PA: the GAC. 13 pages.

"The bibliography offers a descriptive listing of desegregation plans, procedures and related information to those districts where it may be applicable." (Preface) The data was taken from ERIC.

U.S. Department of Health, Education and Welfare: National Institute of Education. The Desegregation Literature: A Critical Appraisal. Washington, D.C.: NIE, July, 1976. 160 pages.

"The volume represents efforts by distinguished researchers to gather, interpret, and summarize major portions of the desegregation literature." (Preface)

SELECTED FUNDING SOURCES FOR COMMUNITY ORGANIZATIONS:

Federal Sources

Equal Educational Opportunity Program, U.S. Office of Education, Department of HEW, Washington, D.C. 20202

Director, Desegregation Studies Unit, Education Equity Group, National Institute of Education, Department of HEW, Washington, D.C. 20208

Director, Ethnic Heritage Studies, U.S. Office of Education, Department of HEW, Washington, D.C. 20202

Some State Sources

State Humanities Program
State Departments of Education

SELECTED FEDERAL AGENCIES RELATED TO SCHOOL DESEGREGATION:

National Institute of Education, Department of HEW, Desegregation Studies Unit, 1200 19th Street, NW, Washington, D.C. 20208

Community Relations Service, U.S. Department of Justice, 550 11th Street, NW, Washington, D.C. 20530

U.S. Commission on Civil Rights, 1121 Vermont Avenue, NW, Washington, D.C. 20425

SELECTED NATIONAL NON-PROFIT ORGANIZATION RESOURCES:

American Civil Liberties Union, Kathleen A. Miller, 410 First Street, SE, Washington, D.C. 20003

AFL-CIO, William Pollard, Director, Civil Rights Department, 815 16th Street, NW, Washington, D.C. 20006

American Federation of Teachers, Barbara VanBlake, Director, Human Rights and Community Relations, 11 DuPont Circle, NW, Washington, D.C. 20036

American Friends Service Committee, Barbara Moffett, Nat'l Secretary, Community Relations Program, 1501 Race Street, Philadelphia, PA 19102

American Jewish Committee, Marilyn Braveman, 165 East 56th Street, New York, NY 10028

American Jewish Congress, Martin Hochbaum, 15 East 84th Street, New York, NY 10028

American Library Association, David Cohen, Coordinator, Ethnic Materials Task Force, Queens College, Library Science Department, Flushing, NY 11367

Anti-Defamation League of B'nai B'rith, Theodore Freedman, 315 Lexington Avenue, New York, NY 10017

ASPIRA of America, Inc., John Figuerora, 22 East 54th Street, New York, NY 10022

Leadership Conference on Civil Rights, Yvonne Price, Executive Ass't., 2027 Massachusetts Avenue, NW, Washington, D.C. 20036

League of Women Voters, Marlene Provizer, 1703 M Street, NW, Washington, D.C. 20036

Ministries in Public Education, Harold Viehman, Nat'l Director, c/o Educational Ministries, ABC, Valley Forge, PA 19481

NAACP, Althea Simmons, Director of Education Programs, 1790 Broadway, New York, NY 10019

NAACP/Legal Defense Fund, Inc., Jean Fairfax, 10 Columbus Circle, New York, NY 10019

National Conference of Christians and Jews, J. Oscar Lee, Senior Education Consultant, 43 West 57th Street, New York, NY 10019

National Council of Churches, J. Blaine Fister, Coordinator, Education for Christian Life & Mission, 475 Riverside Drive, New York, NY 10027

National Council of Negro Women, Dorothy Height, President, 815 Second Avenue, New York, NY 10017

National Education Association, R. Boyd Bosma, Civil and Human Rights, 1201 16th Street, NW, Washington, D.C. 20036.

National Education Task Force de la Raza, Tomas Villarreal, Jr., College of Education, University of New Mexico, Albuquerque, New Mexico, 87131

National Urban Coalition, David Browne, 1201 Connecticut Avenue, N.W. Suite 400, Washington, D.C. 20036

National Urban League, Carol Gibson, Director of Education, 500 East 62nd Street, New York, NY 10021

YWCA, National Board, Betty Olive, Ass't. Director, Center for Racial Justice, 600 Lexington Avenue, New York, NY 10022